DOCUMENT RESUME

ED 425 340 CE 077 719

AUTHOR	Cowles, Susan
TITLE	Teaching and Learning with Internet-based Resources. Literacy Leader Fellowship Program Reports, Volume III, Number 2.
INSTITUTION	National Inst. for Literacy, Washington, DC.
PUB DATE	1997-00-00
NOTE	143p.; For other reports in this monographic series, see ED 400 426, ED 402 444, and CE 077 717-721.
AVAILABLE FROM	ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398; Tel: 877-433-7827 (Toll Free); Web site:http://www.nifl.gov/susanc/inthome.htm.
PUB TYPE	Collected Works - Serials (022) -- Reports - Research (143)
JOURNAL CIT	Literacy Leader Fellowship Program Reports; v3 n2 1997
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Access to Information; Adult Basic Education; *Adult Educators; Adult Literacy; Behavioral Objectives; Computer Attitudes; *Computer Literacy; Information Literacy; Instructional Materials; *Internet; Learning Activities; *Literacy Education; *Staff Development; Use Studies; User Friendly Interface; *User Satisfaction (Information); Users (Information)

ABSTRACT

This issue focuses on a project to develop a set of curricular materials using Internet-based resources and the formation of a staff development/project implementation team of instructors. Section 1 provides a project rationale, summary information about findings and lessons learned, and results of needs assessment surveys conducted in Oregon. Section 2 consists of six lessons on the following topics: the things that might appear on a webpage; information about biographies, solar system, and places around the world; practice in critical reading and writing; ways to evaluate information on the Web; reading e-mail; and sending e-mail. Section 3 has two lessons that introduce the user to using the Web for virtual tours and skill-centered field trips and show how Web resources can be used as learning tools. Section 4 provides three lessons designed to aid the Internet user become comfortable and efficient in using the Internet to find information on a variety of topics. Each lesson has some or all of these components: lesson guide with skill-building list, objectives, description of activity, and resources; background information; activity sheet; and assignment. Section 5 provides guidelines for project implementation; annotated list of tutorials, guides, and resources for staff development; and appendix with agendas, sample forms, and other information. (YLB)

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ED 425 340

National Institute for Literacy

Literacy Leader Fellowship Program Reports

Volume III
Number 2

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Teaching and Learning with Internet-based Resources

Susan Cowles
Literacy Leader Fellow 1997-98

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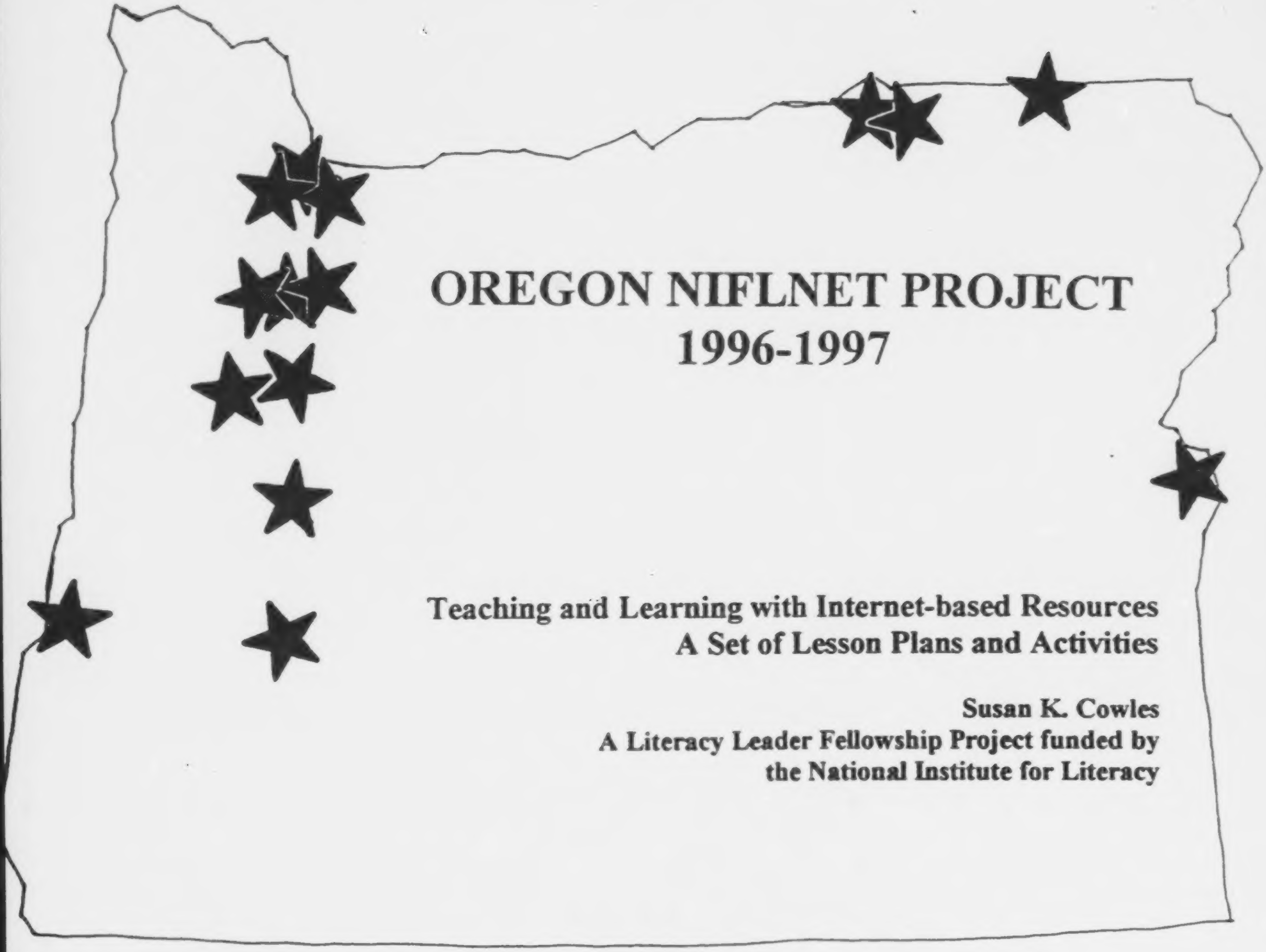

OREGON NIFLNET PROJECT
1996-1997

Teaching and Learning with Internet-based Resources
A Set of Lesson Plans and Activities

Susan K. Cowles
A Literacy Leader Fellowship Project funded by
the National Institute for Literacy

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These activities and guides to resources were created by Susan K. Cowles during a 1996-97 NIFL Literacy Leader Fellowship.

The author thanks

- *the Oregon NIFLNET instructor team members;
- *adult learners in Oregon for field-testing the project activities;
- *the National Institute for Literacy for support of this project;
- *Sharlene Walker, Oregon Department of Education, Office of Community College Services, for her leadership, vision, and inspiration;
- *Ted Swigart, Director, LEDD, Linn-Benton Community College, for his support and his understanding of the important role technology plays in teaching and learning;
- *Meg Young, National Institute for Literacy, for her assistance, good humor, and ideas, including use of the marathon metaphor as the project organizational structure;
- *Tim, Ben, and Anna Cowles for their technical advice, encouragement, proof-reading, and countless other contributions.

Views expressed are those of the author and not necessarily those of the National Institute for Literacy. Links to commercial web sites do not express an endorsement of any kind, and are not paid for by the companies. Links to advocacy sites do not express an agreement with their views by the author or by the National Institute for Literacy. All sites are selected to illustrate a point in the lessons. Every attempt has been made to provide current links to Internet sites and accurate information about those sites.

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Teaching and Learning with Internet-based Resources

Literacy students, instructors, program administrators, and other life-long learners are all in the group moving along the information superhighway. Some people have been running for a while; others are just starting down the road. Beginning to use the Internet can sometimes seem as grueling as participating in a marathon. This short course is designed to make the journey as informative and enjoyable as possible. With new technological developments always on the horizon, opportunties for learning are endless. This site gets you on your way, but notice there's no finish line to this journey!!!

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Warming Up

In preparation and warm-up for any project, including a marathon, it is important to have background information about the activity. This section gives you that information about this project. It includes a project rationale, summary information about findings and lessons learned, and results of needs assessment surveys conducted in Oregon. Finally, here you'll find the names of the Oregon NIFLNET instructor team members, who contributed so much to this project, as well as the names of the project advisory group.

Project Rationale and Background:

The rationale for this project is based upon several national initiatives that seek to emphasize the importance of having a nation of competent workers, parents/family members, and citizens or community members.

In 1991, the United States 102d Congress enacted the National Literacy Act, containing this definition:

> ...the term "literacy" means an individual's ability to read, write, and speak English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential. (Public Law 102-73, July 25, 1991)

In 1991-1992, the United States Secretary of Labor's Commission on Achieving Necessary Skills (SCANS), published a series of reports which document these workforce needs. In What Work Requires of Schools: A SCANS Report for America 2000, "workplace know-how" was identified by SCANS to include five competencies and a three-part foundation of skills needed for solid job performance. Employers cited the importance of having a workforce trained in information systems and technology, as seen in two of these competencies:

> INFORMATION: the effective worker...
>
> > Uses Computers to Process Information: employs computers to acquire, organize, analyze, and communicate information." (Appendix B)
>
> TECHNOLOGY: the effective worker...
>
> > Selects Technology: "judges which set of procedures, tools, or machines, including computers and their programs, will produce the desired results."
> >
> > Applies Technology to Task:"understands the overall intent and the proper procedures for setting up and operating machines, including computers..."

The National Educational Goal 6 is the adult literacy and lifelong learning goal. This goal has been rephrased and published in Equipped for the Future, based upon the perspectives of adult learners:

> By the Year 2000 all adults will be literate and will possess the knowledge and skills necessary to orient themselves in a rapidly changing world, to voice their ideas and be heard, and to act independently as parents, citizens, and workers, for the good of family, community, and nation. (page 4)

Just as employers were asked for their vision of educational systems as they relate to the National Educational Goals, via the SCANS reports, so were adult learners asked for their views. The NIFL publication, Equipped for the Future, (1995) reported the results of an extensive investigation in which adult learners were asked for their vision of literacy and lifelong learning. In this eloquent document, adult learners reported the key purposes of literacy are

> to have access to information and orient themselves in the world;
>
> to give voice to their ideas and opinions and to have the confidence that their voice will be heard and taken into account;
>
> to solve problems and make decisions on their own, acting independently as a parent, citizen and worker, for the good of their families, their communities, and their nation;
>
> to be able to keep on learning in order to keep up with a rapidly changing world. (page 4)

One step toward progress in having learners attain the knowledge and skills necessary to meet these purposes was the development of the curricular and staff development materials proposed as a part of this project. Access to information technology enables the adult learner to keep up with the rapidly changing world, as a bridge from the present day to the future. Facility with the riches of the Internet gives the adult learner access to information when the Internet is used as a vehicle to obtain reference materials. Using the Internet to communicate with others, be they fellow learners or governmental officials, gives rise to voicing ideas, solving problems, and acting independently. Finally, seeing oneself as a competent user of information technology helps to orient the learner in the world.

Project Summary Information:

Project description: This project had two basic goals:

*The development of a set of curricular materials using Internet-based resources;
*The formation of a staff development/project implementation team of instructors.

Project results:

*A needs assessment was conducted with 245 adult learners and 123 adult education instructors in Oregon. Survey participants were asked to indicate the subjects/resources/sites/skills they would like to learn, using Internet-based resources.

*Curricular materials have been developed and tested with instructors and learners in Oregon, Washington, North Carolina, Ohio, Illinois, and other states in NIFL/LINCS Midwest Region Hub III. The development of these materials was based upon the needs assessments from learners and staff.

*A staff development/project implementation team of instructors was formed. These instructors represented various geographical regions in Oregon as well as differing educational settings/populations: corrections, family literacy, welfare reform, ESOL, adult basic education, adult secondary education, and multi-level groups. The team met during the project year for three five-hour training, evaluation, and assessment sessions. The team also communicated via an on-line discussion group sponsored by NIFL/LINCS. Team members have already presented product and process at the Adult Literacy and Technology conference in Boise, Idaho, and the Oregon Adult Basic Education Summer Conference in Corvallis, Oregon.

Lessons learned:

*Adults are on a continuum of skills in terms of using Internet-based resources. No clear distinction exists between literacy students and the rest of the adult population. This realization has the potential to change the perception of adult learners as separate from the rest of the population. It points to the importance of teaching skills that foster lifelong learning.

*A wealth of educational material already exists on the Internet. This material is easily accessible to part-time practitioners, as well as to those with full-time employment. The materials are readily adaptable for use by learners in all levels of skill development. Websites allow for the use of content-based skill instruction imbedded in real-life situations and applications. Furthermore, there are Internet applications that can be useful to adults in their roles of worker, family member, and citizen/community member.

However, only a few of these applications target adult or lifelong learners. Adult Basic Education instructors are not likely to bring their literacy students to sites targeted only to K-12. More work needs to be done to connect existing Internet sites with adult literacy objectives; staff development efforts are needed to make these connections for instructors.

*Staff development initiatives should begin as soon as possible, without waiting for staff members to have appropriate technology and Internet access. When staff members see the learning opportunities made possible by the Internet, they work to obtain the necessary technology for their programs.

* Literacy workers need to be mindful of the broad definition of literacy when talking to others. We need to make connections with other educational agencies, such as those within the scientific community. We must continue to remind others that there is a need for adult education in this society, that many adult learners already participate in a structured educational system, and that society cannot wait for kids in the K-12 system to grow up and solve problems. As we are successful in efforts to inform others of the need to include adult literacy in their educational initiatives, we reach the unemployed, the underemployed, and the currently-employed adult.

Questions for further exploration and discussion:

*How do we facilitate the acquisition of technology in adult literacy programs, so that staff and learners have access to Internet-based resources?

*How does the literacy field take steps to define itself in broader terms to other agencies and to ourselves?

*How do we get cooperation across agencies that grant federal funding for literacy initiatives (i.e. Health and Human Services, Labor, Education), so that we can use the potential of Internet-based resources and other technology with basic skills programs? Can we have a training system across agency lines?

*We talk about lifelong learning, but how can we do it? This project shows a broad need for learning a new technology that has the potential to revolutionize information systems and education.

National Institute for Literacy
Literacy Leader Fellowship Project, 1996-1997
Oregon NIFLNET team: brief biographies

Susan Cowles teaches basic skills to JOBS participants in a welfare-to-work program at Linn-Benton Community College. She helped develop the *Math as Problem Solving* workshop for the Northwest Regional Literacy Resource Center and she has been active as a staff development trainer in Oregon, Washington, Idaho, Wyoming, and Ohio. She is a founding member and the northwest regional representative of the Adult Numeracy Practitioners Network (ANPN). Susan served as the convenor of the Oregon Study group for the ANPN planning grant for adult numeracy standards and reform in mathematics instruction, funded by the National Institute for Literacy (NIFL). She is also a volunteer teacher trainer for Zero Population Growth's Population Education Network . Susan has been named a Literacy Leader Fellow for 1996-1997 by the National Institute for Literacy.

Diane Ferris teaches basic skills and GED Preparation at Portland Community College, where she specializes in mathematics curriculum development. She helped develop the *Math as Problem Solving* workshop, and has presented numerous staff development workshops throughout Oregon for the Office of Community College Services. Diane also has designed other mathematics curricula, authored software, and conducted workshops focusing on adult learners of mathematics. She was a member of the Oregon Study Group/ANPN planning grant, funded by the National Institute for Literacy (NIFL)

Carolyn Gardner has been teaching Adult Basic Education at Linn-Benton Community College since 1985. During this time she has also had the opportunity to make several trips to England and Germany, where she has visited adult basic education centers and instructors. Several years ago she became interested in the uses of technology for students with learning disabilities. Some of this technology is being used by the students at LBCC. Being a part of the Oregon Adult Basic Education Learning Disabilities Task Force has strengthened her background in the area of learning disabilities. In 1993-1994, Carolyn had a grant from the National Science Foundation to survey the international uses of technologies to improve access to education for students with disabilities. Currently, she is working on a new National Science Foundation project to allow students with learning disabilities to use audio formatting for accessing mathematical texts.

Alice Goldstein teaches ESOL at Clackamas Community College. Students include both immigrants and international students enrolled in the Program of Intensive English. The computer class she teaches is called "Word Processing/E-mail/The Internet." This class is for students at the high intermediate level of English proficiency. They learn basic word-processing skills (on Microsoft Word 6.0), use e-mail to practice their English with each other and with students on a student discussion list, and become acquainted with Netscape. Alice has a masters degree in

TESOL, and she has been teaching for about four years. Before that, she was a lawyer for 12 years.

Tom Gregson obtained his BA in Economics and Mathematics from California State University at Sonoma, and did PhD work in Economics and Education at the University of California at Riverside. He has twenty years experience teaching mathematics and economics to adults at college, community college, and ABE levels. He is currently working in Corrections Education. Over the last five years he has served on a committee through the Oregon Department of Education to develop and implement the new and exciting approaches to teaching mathematics using visual and manipulative materials. He has also been a team member in the National Institute for Literacy (NIFL) planning grant in 1995/96 under the auspices of the Adult Numeracy Practitioners Network.

Diana Henderson has been teaching in Blue Mountain Community College's ABE, GED, and AHSD programs for the last ten years. She serves a variety of age groups, ethnic and cultural backgrounds, and skill levels in small group classrooms, learning labs, and one-on-one tutorials. For the past 6 years, Diana has worked with FSA clients, adapting and developing curricula to fit their needs. She has coordinated these efforts with community and state agencies, serving other students in special circumstances. She says, "I work with a terrific team of teachers in our rural site in Hermiston, and because of that teamwork, I've learned to integrate programs for our students who may find one or more of our programs useful." ESOL students attend her math class, and FSA clients mix with high school students and other adult learners. She also works with a large number of coenrolled students from area high schools. She holds a BA in Math from Washington State University and an EdM from Oregon State University.

Jeannie Lockwood is an instructor, facilitator, and student advocate at West Campus of Blue Mountain Community College in Hermiston, Oregon. Her center offers GED preparation, high school completion, literacy, and ESOL classes. Four mornings a week she teaches writing classes in a cooperative learning environment. She is a firm believer in lifelong learning, both for the student and the instructor, and she says, "My students daily enrich and touch my life as they share from their wealth of experience." As a member of Cohort I, she earned a Master's degree (with an emphasis in adult education) from Oregon State University in June, 1996. Family, students and coworkers, books (especially thrillers/mysteries), crossword puzzles, and Jeopardy are a few of her "favorite things."

Diane Misk has been an instructor at Clackamas Community College's Targeted Learning Center for four years and has been an instructor for special needs populations for more than ten years. At the Targeted Learning Center, emphasis is placed on individualized instruction to help adult students, often with learning disabilities, prepare for entry or re-entry into employment, training programs, or academic coursework. The Targeted Learning Center provides services for adult high school diploma students, workforce academic brush-up students, and GED students. (Over time, the TLC has developed an excellent reputation, as well, for meeting the academic needs of students diagnosed with attention deficit disorder.) Diane is also an avid collector of antiques; her current collections include Statue of Liberty items, yardsticks and measuring sticks, and Christmas ornaments and figures. She says, "The thrill of the quest is the best part of being a collector, and finding space for the collection is the worst part of collecting!"

Connie Panike has taught ESOL and Adult Basic Skills in a variety of settings for Treasure Valley Community College in Ontario, Oregon. She has provided instruction on the main campus, at Snake River Correctional Institution, at a lumber mill, and at an elementary school parents' program. Presently she is teaching ESOL, Citizenship Preparation, and Math Skills on the Treasure Valley campus, and she is planning to begin another parents' program winter term. She recently completed her master's degree in Adult Education from Oregon State University.

Linnell Rantapaa is the Literacy/Project Specialist for the Oregon Department of Corrections education program through Chemeketa Community College. She has eleven years teaching experience in adult basic education in a variety of settings and populations. She was on the team that developed the training module *Math as Problem Solving* for the Northwest Regional Literacy Resource Center. She is the representative from the Oregon Literacy Resource Center to the HUBIV project, a NIFL-funded project to facilitate access to resources on the Internet and to expand the uses of technology for literacy providers.

Virginia Tardaewether currently works as a Family Literacy Specialist at Chemeketa Community College in Salem, Oregon. Her program was chosen as one of five National Mentor Sites by the Department of Education. As a mentor, Virginia helps to train all the Even Start programs in Oregon, as well as sites in other states. Most of her classroom curriculum contains life skills competencies integrated into parenting topics. The students in the program have goals of GED attainment, employment, and improved parenting. This program is an affiliate of the National Center for Family Literacy in Louisville, Kentucky. Virginia is a certified national CASAS trainer, regional adult literacy staff development trainer, and a literacy tutor and board member of Oregon Literacy, Inc. She enjoys incorporating technology, parenting, portfolios, and multi-level lessons into her work.

Florene Van Donge is a teacher for Blue Mountain Community College at the Milton-Freewater Center. She enjoys working with a variety of students. Florene teaches Basic Skills with JOBS participants and the general public. She is also TEEN CASE MANAGER for the JOBS program and has recently taken on the role of working with volunteer tutors through the Literacy Program in Milton-Freewater. She is excited about stretching and introducing family literacy themes with all participants in programs in the Milton-Freewater area

Alice Whitenack teaches at Lane Community College's Downtown Center (DTC), the biggest adult basic education site in Lane county. She taught beginning literacy there in the early 1980's, and that led to an interest in learning disabilities. Alice pursued a Master's Degree in Secondary/Post-Secondary Special Education in 1987-88. She taught in LCC's Adults with Special Needs program; now she concentrates on ABE/Pre-GED levels. She was a member of the original focus group working to develop the Learning Disabilities Training for Oregon. In 1990, Alice became involved with a joint grant between the ABSE, Disabled Student Services, and Study Skills departments at Lane. This project developed computer labs for students with learning disabilities; the lab has managed to grow into a wonderful computer lab used by all the different ABSE programs. Currently, Alice is taking a year-long class called "World Class Teacher Training." This class, sponsored by the Eugene school district (first Cyberschool site in the country), is designed to result in the development of a class that could be taught on the Internet. The combination of learning disabilities and computer technology represents Alice's major professional interests at this time.

OREGON NIFLNET: ADVISORY GROUP

Jaleh Behroozi-Soroui has a professional background in library sciences, with specialization in library literacy programs. She was the Director of the Santa Clara County (California) Reading Project before joining the policy staff of the National Institute for Literacy in 1993. Jaleh directs LINCS--the National Institute for Literacy's **L**iteracy **In**formation a**N**d **C**ommunication **S**ystem. This system has as its mission the use of technology to unite and enrich the literacy community nationwide. LINCS is becoming a single point of contact for the literacy community, ending the isolation of literacy programs and people, as well as providing a consolidated source of literacy information for quick and easy access.

Catherine Cantrell is the Technical Support Specialist for the Northwest Regional Literacy Resource Center. She is project director for the Northwest Educational Technology Consortium (NETC), a project of the Northwest Regional Educational Laboratory and the Northwest Regional Literacy Resource Center. In addition, Catherine teaches ABE/GED classes at South Seattle Community College. She has a Master's degree in Adult Education from Seattle University. Her current affiliations are with the state of Washington, but Catherine would like the Oregonians on this project to know that she is a graduate of the University of Oregon and has lived in Oregon for many years! Catherine is a true baseball fan, and enjoys finding baseball sites on the Internet.

Lynda Ginsburg is a Research Associate and Project Director at the National Center on Adult Literacy at the University of Pennsylvania. She has extensive experience teaching mathematics to teenagers in the New York City Public Schools and to adults in adult education, community college, and workplace settings. She received her doctorate from the Department of Urban Education at the University of Wisconsin-Milwaukee with a specialization in cognitive psychology and mathematics education. She is particularly interested in adults' acquisition of numeracy skills; findings from her research have been published and presented to research audiences as well as to adult literacy practitioners. Lynda is presently directing NCAL's participation in CADETT, an initiative funded by the Department of Defense to research the integration of emerging technologies into industry workforce training. She is also participating in the development of LiteracyLink, a technology-based resource to help adults improve literacy skills and work toward high school completion.

Esther Leonelli is the webmaster for the Adult Numeracy Practitioners Network (ANPN), as well as being a founding member of that organization. She teaches at the Cambridge (Massachusetts) Learning Center, and is a member of the Massachusetts Adult Learning Technology Team. Esther has participated in numerous on-line projects and collaborations.

Lucy MacDonald is the national co-chair of Adult Literacy and Technology. She has been teaching on-line for five years and has done family literacy projects on line nationwide. She has taken a graduate level class called "E-mail and Adult Literacy", and has trained over 50 faculty members in Canada on how to teach on-line. She has written an online instructors manual and has developed and has taught a training class online for instructors at Chemeketa Community College, Salem, Oregon.

David Rosen is the Director of Boston's Adult Literacy Resource Institute, a staff and program development center jointly sponsored by the University of Massachusetts at Boston and Roxbury Community College. The Resource Institute, with a staff of seven, serves over 130, primarily community-based adult literacy/basic education/ESOL programs in the greater Boston area. The Resource Institute provides staff development and training, program and curriculum development, and other technical assistance, training, consulting and materials resources to help adult education program staff members continuously improve their teaching and the quality of their programs. His additional professional activities include consulting with Literacy Partners of New York City, to help establish a new three-year national "What Works Literacy Partnership" funded by the Lila Wallace Readers' Digest Foundation; providing nonformal (adult) education consulting and technical assistance services to the Philippines Department of Education through a grant provided to World Education by the Asian Development Bank; and consulting with Public Television Station WGBH on an advisory committee to assist in developing a new national 26-part ESOL television broadcast series. David was named a Literacy Leader Fellow, 1995-1996, by the National Institute for Literacy. (He also moderates the National Literacy Advocates listserv, which is an excellent place to learn about literacy policy, practice, and research issues.)

What would you like to learn? A staff development needs assessment

The Internet is a wonderful source of information on an incredible variety of subjects, if you know how to use it. The Oregon NIFLNET project is designed to be a source for staff development information as well as for adult learner interests. Please take a few moments to indicate how this project can be of use to you. Please feel free to add any other topics to the list! (Number of responses = 123)

Learning to use various Internet features:

61.79%	the World-Wide Web/Web browsers
59.35%	searching databases
52.85%	uploading/downloading files
47.15%	electronic mail
47.15%	listservs(electronic lists)
43.09%	Gopher
39.84%	file transfer protocol (FTP)
30.89%	Telnet

Finding good resources on the Internet for adult literacy programs:

65.04%	Sources helpful to GED prep: applications to science/social studies/critical reading
62.60%	Ways to integrate Internet-based resources into instruction
60.16%	Language Arts teaching applications
57.72%	"Electronic field trips" (virtual travel to museums, countries, Antarctica)
57.72%	Math teaching applications
52.03%	ESOL/Family Literacy/Workplace/Homeless/Learning Disabilities
38.21%	Grants and research possibilities
34.96%	Conferences and other events - state/regional/national
18.70%	National literacy public policy

What would you like to know?

The Internet is a wonderful source of information on an incredible variety of subjects, if you know how to use it. Please take a few moments to indicate the subjects/resources/sites you would like to learn more about in this Internet project. (Number of responses = 245)

54.28%	Job information (including on-line jobs databases)
49.80%	Tools and ways of searching the Internet for information
46.94%	Methods for improving math skills
43.27%	Entertainment (sports, movies, music, theater, etc.)
41.63%	Methods for improving writing skills
38.78%	Health information (including on-line medical advice)
37.78%	Hobbies (animals, gardening, crafts, fishing, etc.)
32.24%	Information on other countries and their cultures
32.24%	"Virtual" touring (visiting world sites on the Internet rather than actual travel)
31.82%	History
29.09%	Art and art museums
28.98%	Sites for children
28.98%	Travel information
28.57%	Parenting issues and resources
27.76%	Recipes
26.53%	Keypals (penpals on the Internet)
25.45%	On-line maps from all over the world
25.31%	Weather information
24.49%	Consumer advice and product information
20.45%	International news
18.64%	National news
14.09%	Political news and information
11.36%	Other (unspecified, except for "censorship on the net" = 1)

Starting Block

When one prepares for any adventure, including a marathon, there are some things to think about at the starting block. For getting started in using Internet-based resources, here are three sets of lesson guides, activities, and background information.

Navigating around a Webpage

Is It Fools' Gold or the Real Thing? Ways to Evaluate Information on the Web

Using Electronic Mail: Projects in reading and writing

Navigating around a Webpage:

When someone is new to the Web, it is important to learn about icons, scrollbars, arrow keys, and other things that might appear on the page.

At the same time, it is a great opportunity to learn some content material, as well.

So, here are three lessons that will

*introduce the learner to the things that might appear on a webpage;

*provide information about biographies, the solar system, and places around the world.

* provide practice in critical reading and writing.

1. Who Shares a Birthday with You???

Lesson Guide
Activity Sheet

2. Travel around the Solar System with the Nine Planets Tour.

Lesson Guide
Activity Sheet

3. The Seven Wonders of the World and other Travel Adventures

Lesson Guide
Background Information: Seven Wonders...Introduction to the Internet
Activity 1
Activity 2

Who Shares a Birthday with You???

Skillbuilding: Learning to learn
Using reference materials
Using technology
Communication

Objectives: given URL's(Universal Resource Locators), encyclopedias, and other reference materials, the learner will be able to:

1) Establish an Internet connection with another server.
2) Use toolbar icons, arrow bars, and links to other sites.
3) Collect information about a "famous" person.
4) Analyze a database/reference work to see how extensive it is.
5) Discuss how databases are constructed.
6) Discuss situations when it is better to use print materials or Internet-based resources.
7) Communicate this information with others.

Description of Activity:

Learners will be directed to a URL in which they can find a list of people who were born on the same day in history as they were. Learners can then check various resources (URL's and print) to find out more about one or more of the "famous" people listed. Some individuals will be readily found in other on-line references, and others will not be. The link from this particular URL to more biographical information is available by subscription only, so other sources will need to be consulted. Learners will discuss when it is appropriate to use an electronic data-base (when needing the ability to sort information in an unusual way, as by birthdate), and when it is perhaps more appropriate to use print materials (for general biographical information, print encyclopedias and biographical dictionaries may be more inclusive). Learners will communicate the information about the person they have chosen to investigate with others. This can be in the form of journal-writing, discussion with others, written communication via electronic mail with others in the group. It is very interesting when a learner chooses a "famous" woman to investigate, versus a "famous" man, or a person of non-Western culture instead of one well-known in the West. It can be fascinating to discuss the criteria used by editors for inclusion in biographical dictionaries and other databases.

Resources:
1) Activity Sheet: Who Shares a Birthday with You???
2) Encyclopedia Britannica's sample page: <http://www.eb.com/bio.html>
3) Data from Biography: <http://www.biography.com/biography/find/find.html>
4) The Internet Public Library has a list of reference books and encyclopedias at the following site: <http://www.ipl.org/> Then, go to the reference section of the library.

Who Shares a Birthday with You?????

When were you born?______________________________________

Check out a Web site that will tell you about others who were born on that date, but not necessarily in the same year!

1) When you have gained access to the Internet, key in this URL in the location bar: http://www.eb.com/bio.html

2) Follow the directions at this site and choose your birth month and day. (Use the arrow bars to move the month and days until you find what you want) Read through the list of people sharing your birthday. Think about the following questions:

How many people are listed as having the same birthdate?
How far back in time does this list go?
Who decides what names to include on this list?

3) Choose the name of one person on this list. Find out more information about that person. (There will be a little bit of information available at this site, but most of the information is available to people who pay to use the encyclopedia.) You will probably want to check some other places, such as encyclopedias and almanacs. You may also check these Web sites:

List from Biography: http://www.biography.com/biography/find/find.html
Internet Public Library: http://www.ipl.org/ref/RR/ At this site you will be able to use biographical references and encyclopedias.

4) Communicate this information to someone else, either via e-mail, journal, letter, or discussion.

5) Consider the following questions:

Did you have trouble finding the information?
Who decides what makes a person "famous"?
Are there any groups of people who seem to be forgotten by these references?

Travel around the Solar System with the Nine Planets Tour:

Skillbuilding: Learning to learn
Using Internet-based resources
Critical reading
Communication
Reading Charts, Graphs, and Diagrams

Objectives: given s specific Uniform Resource Locators (URL), the learner will be able to:

1) Establish an Internet connection with another server
2) Use toolbar, icons, arrow bars, mouse, and links to other sites
3) Interpret graphs, charts, diagrams and other images
4) Read and summarize information

Description of Activity:

Learners will be directed to a specific Internet site at which they will use web navigation tools to learn about the solar system. It has worked well to have learners in each group choose a variety of planets and moons to investigate. Then individual learners can share their information with others in oral, written, and pictorial form. This website has interesting links to other information, such as the origin of the names of planets and moons, language usage, and other interesting sources of scientific information. Many math problem-solving exercises can be derived from the information, such as an exercise in which one determines how much one would "weigh" on the Earth's moon or on other planets. Many comparisons can be made between planets, given all the data available at this site.

Resources:

Activity Sheet: The Nine Planets Tour
The Nine Planets Tour <http://seds.lpl.arizona.edu/nineplanets/nineplanets/> or
<http://www.seds.org/billa/tnp>

The Nine Planets Tour

Take a look at our solar system! Using your browser, go to this location on the World Wide Web: http://seds.lpl.arizona.edu/nineplanets/nineplanets/

First, look at a quick Overview of the Solar System. (using the left mouse button, click on the link to this page--the link is underlined and it may be in blue letters). Read about the planets, and look at their orbits.

Second, investigate the planet you have chosen. It is ____________________

. What is its symbol?

What is the meaning of its name?

What is its relative size and position in the solar system?

How many known moons does it have? ________________

Look at a photo or two of this planet. Describe what you see:

Find out two interesting things about this planet (or one of its moons):

Now, use this: http://seds.lpl.arizona.edu/nineplanets/nineplanets/datamax.html#
In our solar system, what body is the largest_____________smallest____________,

brightest______________, densest___________________, one with best chance

for finding life there___________________
Bonus: from the name of what planet/body do some languages get the word for today's name? (End your original URL with /days.html)

Created by Susan Cowles, NIFL Literacy Leader Fellowship Project, 1996-1997

The Seven Wonders of the Ancient World and Other Travel Adventures

Skillbuilding: Learning to Learn
Critical reading/writing--summarizing information
Using Internet-based resources
Communication skills

Objectives: given specific Uniform Resource Locators (URL), the learner will be able to:

1) Establish an Internet connection with another server.
2) Use toolbar icons, arrow bars, mouse, and links to other sites.
3) Use graphs, drawings, photos, maps, and other graphical images.
4) Read and summarize information
5) Evaluate sources

Description of Activity:

Learners will be directed to a specific Internet site at which they can practice the skills of navigating around a webpage. The will be asked to use maps, drawings, photos, and text to find information about one of the Seven Wonders of the Ancient World (Assignment 1). They will then be asked to expand their practice of Internet navigational skills by looking at other sites on the web: those dealing with Forgotten Wonders, Modern Wonders, and Natural Wonders of the World. If time permits, learners may choose to discuss how sites appear on such lists, and what criteria seem to be used in placing items on these lists.

Resources:

Seven Wonders of the World Website: <http://pharos.bu.edu/Egypt/Wonders/> or
<http://www.coptic.net/Egypt/Wonders/>
Seven Wonders...Introduction to the Internet
Seven Wonders...and Other Travel Adventures, Assignment 1
Seven Wonders...and Other Travel Adventures, Assignment 2

The Seven Wonders of the Ancient World
and Other Travel Adventures
An Introduction to the Internet

Approximately 2200 years ago, people began making lists of "wonders of the ancient world". Some historians think this was the beginning of the tourist business, because people were encouraged to visit places around the Mediterranean Sea! Now people generally agree on the "Seven Wonders of the Ancient World", only one of which still exists. In modern times, people have made additional lists, so that we have collections of "Modern Wonders", "Natural Wonders", and "Forgotten Wonders" to go along with the Seven Wonders of the Ancient World.

Using, the Internet, find information about one of those first seven ancient wonders. You'll also take a look at what made the other lists. In a way, you'll be traveling to many places in the world as you try to find information about various "wonders". While you are looking for information, you'll be learning how to use many of the features on an Internet World Wide Web page.

Follow these easy steps:

1) When you are connected to a Web browser (such as Netscape), type in this Uniform Resource Locator (also known as a URL) and then push "Enter":

http://pharos.bu.edu/Egypt/Wonders or
http://www.coptic.net/Egypt/Wonders

2) You should now be at the "homepage" for this website. There are seven drawing on this page. Using the mouse, point the arrow at the drawing on the left.

3) The arrow should turn into a hand with a pointing finger. Any time you see this hand, it means that that this is a link to more information. Look at the gray bar along the bottom of your screen. You should see the same URL you have already typed in at the top of the screen, with this addition at the end of the string of letters:

/pyramid.html

This tells you something about what you will find if you click (press down quickly) twice on the left mouse button. Do that now, and see what happens.

4) You have now reached the specific information about the Great Pyramid at Giza. To move this page of information so that you can read to the bottom of the article, use the vertical scroll bar on the right side of your screen. Practice putting the mouse arrow on different parts of this scroll bar to "move" the information.

5) Connections to other information can be a drawing, a photo, places on a map, or words that are underlined and printed in another color (often blue). Any of these things might link you to another Internet site or to other information within the website you are currently using. You'll know this by putting the arrow onto the underlined words or drawings. If the arrow turns into the pointing hand, then this is a link. Once again, the URL for this new site will appear on the gray bar at the bottom of your screen. In the case of a photo or drawing, the link takes you to an enlargement of that same image. Try making some links by double-clicking with the left mouse button.

6) You may often take different paths to the same information at a webpage. This happens because the information may be organized many different ways. For example, you can reach all the Seven Wonders of the World by doing these things:

A.Choose a drawing on the homepage, point the arrow at it, and double-click with the left mouse button.

B) Look at the Seven Wonders in the order in which they were built, from oldest to youngest: http://pharos.bu.edu/Egypt/Wonders/list.html

C) Look at a map of the Mediterranean Sea; double-click on one of the highlighted places: http://pharos.bu.edu/Egypt/Wonders/map.html

D) A well-designed Internet site will also allow you to make links by listing your other choices somewhere on the page. You should find seven boxes near the bottom of each page at this site. Each box will link you to another wonder of the ancient world! Try it!

Now you are ready to use these skills to get information from this website! Check out Assignments 1 and 2 for a travel adventure!

The Seven Wonders of the Ancient World
Assignment 1

Use what you know about navigating around an Internet website to find information about one of the Seven Wonders of the Ancient World.
Type this URL into the locator bar on your web browser:
http://pharos.bu.edu/Egypt/Wonders or
http://www.coptic.net/Egypt/Wonders

Now, find the following information:

Name of the Wonder of the Ancient World________________________________

Location: What was the site of this wonder? If that is near a modern city, what is the city, and in what country is it found?

History: When was it built? Why was it built? What was its use? What happened to it?

Description: What was it? What did it look like? Think about its size, shape, building materials, dimensions, and decoration.

Created by Susan Cowles, NIFL Literacy Leader Fellowship Project, 1996-1997

The Seven Wonders of the Ancient World and Other Travel Adventures
Assignment 2

People in modern times have added other "wonders" to the original list of seven, perhaps because only one of the original seven can still be visited.. This website lists three different kinds of "wonders":

Forgotten Wonders:	http://pharos.bu.edu/Egypt/Wonders/Forgotten/Home.html
Modern Wonders:	http://pharos.bu.edu/Egypt/Wonders/Modern/Home.html
Natural Wonders:	http://pharos.bu.edu/Egypt/Wonders/Natural/Home.html

Take an electronic trip via the Internet to some of these sites.

1) Type in one of the URLs that appears above. Look at the list of wonders in that category. Choose to visit one (or more) of these sites.

2) Find out information about the "wonder" you are visiting.

Name:____

Location:

Description, history, use:

3) Now, use some of the links that appear on the same page as this site. The links will usually be words that are underlined and printed in a different color. Keep track of the places you go. You may find that you have really jumped around on the World Wide Web.

As you "travel" on the Internet, keep in mind that each website will have a specific purpose for existing. That purpose may be to inform you, to educate you, to sell you something, or to get you to think about a particular point of view. Use what you know about decoding URLs to evaluate the websites you visit.:

.edu	refers to a U.S. college or university
.cc.(state).us	refers to a community college
.K12.(state).us	refers to a school that has grades within kindergarten-12
.com	refers to a business or other commercial enterprise
.org	refers to a trade association or other organization
.mil	refers to a military site
.gov	refers to a government agency, official, or organization
.net	refers to a network administration organization

Also, you may be find that a URL contains a code for another country. Most U.S. Internet addresses do not end in the letters "us", though that is the code for the United States. Each country in the world now has an Internet country code. For example, if you see the letters "uk", that computer server site is in the United Kingdom; "fr" stands for France, "jp" stands for Japan, "ca" is Canada, and so forth. For a listing of Internet Country Codes, look at <http://www.ics.uci.edu/WebSoft/wwwstat/country-codes.txt>

Make a record of where you've gone:

A) URL: http://
Description of what can be found at this URL:

B) URL: http://
Description of what can be found at this URL:

C) URL: http://
Description of what can be found at this URL:

Created by Susan Cowles, NIFL Literacy Leader Fellowship Project, 1996-1997

Is It Fool's Gold or the Real Thing?

Ways to Evaluate Information on the Web

When using information found on the Web, it is important to be able to evaluate it. Evaluating web-based resources is also very good practice in critical thinking and reading.

So, here you will find:

*a lesson guide that offers valuable resources in evaluating websites

*background information that can be printed and used off-line

*Activity 1 - **Be a Detective: Decoding and Evaluating URLs.**

*Activity 2 - **Compare the Pairs: Practice in Evaluating Web Sites**

Is it Fool's Gold or the Real Thing?

Ways to Evaluate Information on the Web

Skillbuilding: Learning to learn
Using technology
Using thinking skills to analyze and evaluate information
Using communication skills
Critical thinking/critical reading

Objectives: given information about evaluative criteria and a series of exercises, the learner will be able to:

1) evaluate material found on the World Wide Web for accuracy, authority, objectivity, and currency;
2) decode a website's Uniform Resource Locator (URL);
3) distinguish between fact and opinion;
4) compare information from several sources;
5) communicate ideas in oral and/or written form;
6) draw conclusions.

Description of Activity:

This activity is designed to encourage the evaluation on materials found on the Internet. Too often, the Internet user concentrates on the search for information, and forgets that a crucial part of any information search is the evaluation of what is found.

Learners will learn to decode a site Uniform Resource Locator. They will learn that a website can be evaluated by looking at its author, publishing body, currency, and purpose. Then, learners will practice evaluation techniques by looking at contrasting pairs and groups of websites. Learners can communicate their findings in oral or written form, depending upon the structure of the class and setting.

Resources:

Handouts: Is it Fool's Gold or the Real Thing?
Activity 1: Be a Detective: Decoding and Evaluating URLs
Activity 2: Compare the Pairs: Practice in Evaluating Web Sites

References: many librarians have written about information evaluation. Some of the best are included here for reference.

1) Elizabeth Kirk at the Johns Hopkins University, MD:
<http://milton.mse.jhu.edu:8001/research/education/net.html>
(three sites linked here)

Ms. Kirk has written "Practical Steps in Evaluating Internet Resources" and "Understanding and Decoding URLs". She has given permission to reproduce these materials for educational use.

2) Jane Alexander and Marsha Tate at Widener University, PA:
<http://www.science.widener.edu/~withers/evalout.htm>
These librarians have produced a series of checklists of questions that aid in recognizing various types of web pages.

3) Hope Tillman at Babson College, MA: <http://www.tiac.net/users/hope/findqual.html>
Ms. Tillman, Director of Libraries at Babson College, is the author of the often cited (and often updated) work, "Evaluating Quality on the Net."

4) John Henderson, Ithaca College, NY:
<http://www.ithaca.edu/library/Training/hott.html>
Mr. Henderson provides five suggestions when examining Web pages in his article, "ICYOUSEE: T is for Thinking".

5) Ann Scholz, Purdue University Libraries, IN: "Evaluating World Wide Web Information",
<http://thorplus.lib.purdue.edu/research/classes/gs175/3gs175/evaluation.html>

6) Trudi Jacobson and Laura Cohen, University of Albany, NY:
<http://www.albany.edu/library/internet/evaluate.html>

Is it Fool's Gold or the Real Thing?

Ways to evaluate information on the Web

Finding information on the World Wide Web is only the first part of the process. Once you have information, how will you know if it is worthwhile or worthless?

There is a special problem to evaluating information on the Web, especially for those people who are accustomed to looking for information in a library. Printed information found in a library has been evaluated by librarians, editors, publishers, and other reviewers before it has been added to a collection. Also, a library index or database has been produced by professional, educational, or commercial organizations that have evaluated materials for their quality and accuracy.

However, there are no such filters between you and the information on the Internet. Anyone can put anything up on a Web site, especially now that it is so easy to construct Web pages and documents. As people have said, Web pages are the ultimate vanity license plates. Therefore, the reader of Web-based information must be especially careful to evaluate what he/she reads.

Don't believe the information is accurate just because it is on the Web!!

Fortunately, librarians have suggested guidelines for evaluating many kinds of information, especially that which can be found on the Web. Here are four basic evaluative criteria, suggested by Elizabeth Kirk of the Milton S. Eisenhower Library of The Johns Hopkins University.

1. **Author:** Who wrote the material? Does the author give you biographical information (occupation, education, experience) that supports his/her qualification to write about this subject? Are you given a way to contact the author if you have questions?

2. **Publishing Body**: Who "publishes" or sponsors the Web site? When you look at the web page, do you see a header or footer that shows a connection to a larger web site? Is there a link on the page that takes you to the home page of the web site?

What can you learn from the Uniform Resource Locator (URL)? Check for the letters just to the left of the first backslash (/). These are some abbreviations used with URLs:

.edu	refers to a U.S. college or university
.cc.(state).us	refers to a community college
.k12.(state).us	refers to a school that has grades within kindergarten-12
.com	refers to a business or other commercial enterprise
.org	refers to a non-profit organization or trade association
.mil	refers to a military site
.gov	refers to a government agency, official, or organization
.net	refers to a network administration organization

Look beyond the first backslash, however. If you see a tilde (~) or something called /users/ or /people/, you may be looking at someone's personal page within the official pages of a web site.

If it is a personal page, you may have no way of knowing if that information represents the organization or not. However, if you know the author's identity and qualifications (say, a librarian at an educational site), then you can make a better judgment about the personal page.

3. **Currency**: How recently has the website been created or updated? This information should be at the bottom of the webpage or homepage of the website. Does the document contain data that needs to be recent? Is there a date connected to that information? (Example: major league baseball standings as of April 26, 1997) Does the website have links to other sites that no longer work?

4. **Purpose**: Can you tell the reason why the information is on the World Wide Web? Does the material try to provide information, give explanations, persuade, publicize, sell products, or entertain? Sometimes the URL will give you a clue here, also.

If the URL contains .edu or .gov,	the purpose may be to provide factual information and explanations;
If the URL contains .com,	the purpose may be to promote and sell products; or to provide current news and information;
If the URL contains .org,	the purpose may be to influence public opinion and advocate for a particular issue;
If the URL contains .net or .com,	the purpose may be to entertain.

These are general guidelines only. Many times a website has been created for multiple reasons, and it is sometimes hard to separate them. For example, a commercial site might be selling a product, but it provides entertainment or information in order to get the "customer" (you) into the "store" (webpage).

The more you practice evaluating webpages, the easier it will become to separate fool's gold from the true gold. Look at the activities **"Be a Detective"** and **"Compare the Pairs"** for some practice.

Also, for more information, check out the excellent evaluation techniques provided by professional librarians. Here are a few suggestions:

*Elizabeth Kirk at the Johns Hopkins University, MD:
    <http://milton.mse.jhu.edu:8001/research/education/net.html> (three sites linked here)
*Jane Alexander/Marsha Tate at Widener University, PA:
    <http://www.science.widener.edu/~withers/> (Suggestions for evaluating webpage types)
*Hope Tillman at Babson College, MA: <http://www.tiac.net/users/hope/findqual.html>
*John Henderson, Ithaca College, NY: <http://www.ithaca.edu/library/Training/hott.html>

Be a Detective: Decoding and Evaluating URLs

The Uniform Resource Locator, or URL, is the Internet address for a website. Often one can tell a lot about a website just by looking at its URL. If you know how to read the address, you can make an educated guess about its author, sponsor, and purpose.

The first step: learn the parts of a URL. Here are two valuable sources of information:

Understanding and Decoding URLs, <http://milton.jse.edu:8001/research/education/url.home> by Elizabeth E. Kirk, School of Continuing Studies Liaison Librarian at the Milton S. Eisenhower Library, The Johns Hopkins University. Ms. Kirk has written other valuable lessons for Internet use, such as, Practical Steps in Evaluating Internet Resources, <http://milton.mse.jhu.edu:8001/research/education/practical.html>.

The Anatomy of a URL, <http://www.science.widener.edu/~withers/wwwanato.htm> This information is part of a great series of lessons by Jan Alexander and Marsha Tate, Wolfgram Memorial Library, Widener University. Also check out their Checklists for Web Page evaluations, <http://www.science.widener.edu/~withers/inform>.

The second step: practice decoding URLs.

You know now that *http://* is the instruction to let your computer know the kind of information you are transferring. It is after the *http://* and before the next sets of slash marks (for the files of directories and subdirectories) that gives you valuable information. This part of the URL is often called the host computer (example is www or "world wide web") plus the domain name. These two parts are connected by a period or dot (.) because there can be no blank spaces in a URL. Remember:

.edu	refers to a U.S. college or university
.com	refers to a business or other commercial enterprise
.org	refers to a non-commercial organization, usually non-profit
.mil	refers to a military site
.gov	refers to a government agency, official, or organization
.net	refers to a network administration organization

Most U.S. Internet addresses do not end in the letters "us", though that is the code for the United States. Each country in the world now has an Internet country code. For example, if you see the letters "uk", that computer server site is in the United Kingdom; "fr" stands for France, "jp" stands for Japan, "ca" is Canada, and so forth. (For a listing of Internet Country Codes, look at <http://www.ics.uci.edu/WebSoft/wwwstat/country-codes.txt>).

So, if you type in this Internet address, http://www.senate.gov/

you can guess that you are going to send your computer to the U.S. Senate, a part of the government. Try it, and see if you are right!

Now for some practice!!!

Here are several URLs. Some are rather easy to decode, and others might surprise you. For each one, try to decode the URL before you go to the site. You might want to write this down:

a. This is what I think I'll find by using this URL;
b. This is what I actually found!

http://www.whitehouse.gov

http://www.nationalgeographic.com

http://www.disasterrelief.org

http://www.redvines.com

http://www.ilovepasta.org

http://www.army.mil

http://www.census.gov

http://www.learn2.com

http://www.candyusa.org

http://www.glacier.rice.edu

http://www.researchpaper.com

http://www.vote-smart.org

http://www.af.mil/50th/

http://www.bbga.org/

http://www.weavespindye.org

http://www.gallup.com

http://www.mariners.org

http://www.amhrt.org

http://www.history.navy.mil/ironside.htm

http://www.nps.gov

http://www.redsox.com

http://www.geom.umn.edu

http://www.defenselink.mil

http://www.rainorshine.com

http://www.usmc.mil

http://www.r3.org

http://owl.english.purdue.edu

http://www.money.org

http://www.m-w.com

http://www.aircruise.com/dc3/

http://www.loc.gov

http://www.volcano.und.edu/

http://www.travlang.com/

http://www.m-ms/com

http://www.nba.com

http://www.exploratorium.edu

http://www.mapquest.com

http://spacelink.msfc.nasa.gov

http://www.amazon.com

http://www.ucsusa.org

Compare the Pairs: Practice in Evaluating Web Sites

Here are sets of web sites. Using what you know about evaluation techniques, look at the information found at each site. As you do this, keep these basic criteria in mind: authorship, publishing body/type of web page, currency, and purpose.

A. *The White House: <http://www.whitehouse.gov>
*The Alternative White House: < http://www.whitehouse.net>

1. Who is the author of the information? Who is sponsoring each site?
2. For what purpose is the information provided? (Information, entertainment, business, public service, advocacy?)
3. Have the sites included information, photos, or pages that have been altered?
4. How current is the information? Are there dates on the page?
5. Are there links to other sites? If so, where do these links take you?
6. Are there clear distinctions between entertainment, opinion, and factual information?

B. *The Selfhelp A-Z Index: <http://www.xs4all.nl/~kyjcshi/ >
*Clini Web: <http://www.ohsu.edu/cliniweb/ >

1. Who is the author of each site, and what are the author's qualifications for establishing a health index?
2. How current is the information at each site?
3. Are there links to other sites? If so, where do these links take you?

C. *Onco Link: <http://oncolink.upenn.edu/causeprevent/smoking/>
*Smoker's Home Page: <http://www.tezcat.com/~smokers/>

1. What does each URL tell you about each web site and its publisher?
2. Who is the author of the information? Is there a way of verifying the qualifications of that author?
3. What combinations of facts and opinions can be found at these sites?
4. How accurate and current is the information found at these sites?
5. What is the purpose of each web site? (Information, entertainment, advocacy, business, public service?)
6. Are there links to other pages? If so, where do these links take you?

D. For this comparison to be effective, there should be a current U.S. Space Shuttle Mission.
*The Shuttle Page: <http://shuttle.nasa.gov>
*The Spacezone Page: <http://www.spacezone.com>

For this comparison to be effective, there should be a current expedition to Mt. Everest.
*Alive On Everest:<http://www.pbs.org/wgbh/pages/nova/everest>
*Adventure Everest:<http://www.vrsystems.com/everest/>

1. What does each URL tell you about the type of web site it is and the publisher?
2. Who is the author of the information. Who is sponsoring each site?
3. For what purpose is the information provided? (Information, entertainment, business, advocacy, public service) If there is advertising, is it differentiated from the information on the page?
4. How current is the information? Are there dates on the page?
5. Are there links to other sites? If so, where do these links take you?

E. Compare these three baseball sites. Think about the intent of each site's publisher.

*Major League Baseball: <http://www.majorleaguebaseball.com/>
*The Official Web Site of Yogi Berra:<http://www.imall.com/stores/yogiberra>
*The Detroit Tigers Fan Page:<http://poe.acc.virginia.edu/~pw7e/tigers.html>

F. Evaluate these views of a current movie for authorship, publishing body, and purpose. Take a look at the qualifications of each author.

*Sony Pictures: <http://www.spe.sony.com/Pictures/SonyMovies/features/donnie.html>
*Mr. Cranky Rates the Movies:
<http://internet-plaza.net/zone/mrcranky/movies/donniebrasco.html>
*Roger Ebert review in Chicago Sun Times:
<http://www.suntimes.com/ebert/ebert_reviews/1997/02/022702.html>
*Reader Reviews: <http://bigscreen.execpc.com/Reviews/DonnieBrasco.Review.html>
*Review by Scott Renshaw:
<http://www-leland.stanford.edu/~srenshaw/donniebrasco.html>

G. Evaluate these sites for authorship, bias, currency, and purpose. Compare the mission statements of each organization.

*Northwest Timber Workers Resource Council:
http://www.valley-internet.net/php/nwtwrc/nrtwrc.htm>
*Oregon Department of Forestry: <http://www.odf.state.or.us/default.htm>
*Oregon State University College of Forestry: <http://www.cof.orst.edu/cof/>
*Temperate Forest Foundation: <http://www.forestinfo.org/>
*Union of Concerned Scientists: <http://www.ucsusa.org/warning.html>
*World Wildlife Fund's Forests for Life: <http://www.panda.org/forsts4life/home.html>

Using Electronic Mail: Projects in Reading and Writing

For many people, their first introduction to Internet-based resources is the use of electronic mail. Not only is e-mail a good way to gain familiarity with computer systems, it also allows for a lot of practice in reading and writing. Activities in mathematical problem-solving can also be used. Finally, people can find a wealth of material related to teaching and learning by participation in electronic mailing lists and electronic conferences. Here are some materials to help you on your way.

1. Reading Electronic Mail

E-mail lesson guide
Background information: Reading and Sending Electronic Mail
Activity 1: Reading E-mail addresses - how to decode them
Activity 2: Reading E-mail addresses - The Life of Dwight David Eisenhower

2. Sending Electronic Mail - What Can You Tell Someone about Your Place?

Lesson guide and list of links

3. Sending Electronic Mail - Say It with Pizza

Lesson guide
Activity sheet

4. Math Keypals Project–Problem-solving across the miles (or kilometers)

Background information
Project explanation

5. Electronic Mailing Lists and Conferences

Brief description
Distribution lists and links
Discussion lists and links
Directories of electronic mailing lists and conferences

Electronic Mail, Lists, and Conferences

Skillbuilding: Learning to learn
Using technology
Communication

Objectives: given information and access to an Internet-based electronic mail account, the learner will be able to:

1) establish an Internet connection
2) use the computer keyboard
3) send and receive e-mail
4) decode e-mail addresses
5) subscribe (and unsubscribe) to a listserv distribution list

Description of Activity:

Electronic mail and listserv distribution lists are good introductions to Internet-based resources and applications. If possible, learners should have their own e-mail accounts and passwords. It is helpful to review with learners the institution's acceptable use/appropriate use policies (AUP's) for computer use at the time the mail account is established.

There are many ways in which electronic mail can be used: learners can write to each other as a part of another assignment (see Carpe Diem and Who Shares a Birthday with You?), they can write to governmental representatives, and they can practice analytical skills by learning to decode e-mail addresses. It is helpful to request that learners always send a copy of their communications to their instructors. This lets us evaluate writing skills, reinforces appropriate use, and teaches the basics of business communication.

It may be possible for learners to subscribe to one-way distribution lists and/or listserv conferences. This will be dependent upon your technological and institutional situation. There are two sites that require daily contact, rather than a long term subscription. This would be possible to demonstrate through an instructor account. Even if your institution does not support individual learner accounts, it is still valuable to teach the methods of subscribing to lists. Many public libraries offer Internet access to electronic mail if a person brings his/her own disk.

Resources:

Reading and sending electronic mail
Reading email addresses: how to decode them
Reading email addresses: The Life of Dwight David Eisenhower
Electronic mailing lists and conferences: how to receive many e-mail messages every day!

Reading and Sending Electronic Mail:

Electronic mail is often a person's first use of the Internet. It is a quick way to send a message to someone anywhere in the world if he or she also has Internet access. However, this communication is not private. It can be read by any computer system administrator anywhere along the path taken by the message, though it isn't likely that someone would do that. Still, it isn't a good idea to send via e-mail your credit card number, the location of the family silver, your map of buried treasure, or your negative opinions about co-workers or others.

Once you send a message, it cannot be retrieved. So, if you fire off a message in anger and push that "send" button, the message is on its way before you have had time to cool down. Also, the message you send can be sent on ("forwarded") by the recipient to another person very easily. So, a good rule to follow is "Don't send any e-mail message that you wouldn't want printed in the newspaper or tacked up on the office bulletin board."

Also, you may write to someone for a long time without ever meeting him/her in person. Your messages will give that other person an impression of you, so follow the basic rules of grammar, punctuation, and courtesy.

E-mail must be addressed correctly and exactly or it will not get to its destination. It will be "bounced" back to you instead. If that happens, check the address you have used--there may be a typographical error! Some addresses are "case sensitive": they require the exact match of a capital letter with another capital letter, or a lower case with a lower case letter. Also, don't confuse "1" with the letter "l" or 0 with the letter "O".

Remember the three parts of an Internet e-mail address:

user name @ the address of the mail server (computer or "homepage")

1) the user name will be some combination of letters/initials in the person's name;
2) the @ means "at";
3) this is the domain name; read it from right to left.

Section 3) follows standard rules for the section at the section furthest to the right:

.edu	refers to a U.S. college or university
.cc.(state).us	refers to a community college
.K12.(state).us	refers to a school that has grades within kindergarten-12
.com	refers to a business or other commercial enterprise
.org	refers to a non-profit organization or trade association
.mil	refers to a military site
.gov	refers to a government agency, official, or organization
.net	refers to a network administration organization

Most U.S. Internet addresses do not end in the letters "us", though that is the code for the United States. Each country in the world now has an Internet country code. For example, if you see the letters "uk", that computer server site is in the United Kingdom; "fr" stands for France, "jp" stands for Japan, "ca" is Canada, and so forth. For a listing of Internet Country Codes, look at <http://www.ics.uci.edu/WebSoft/wwwstat/country-codes.txt>

The best way to find someone's e-mail address is to call that person on the telephone and ask!! However, there are now many Internet sites to check for someone's e-mail address:

Four11- This site has over 1.5 million listings. <http://www.four11.com/>
InterNIC Directory Services <http://ds.internic.net/ds/dspgwp.html

Netscape White Pages <http://home.mcom.com/home/internet-white-pages.html>

PeopleSearch <http://www.w3com.com/psearch/>

The Virtual Tourist (this is not a travel guide, but an international list of addresses)
<http://www.vtourist.com/webmap/

WhoWhere - use this to search for people and organizations on the net.
<http://www.whowhere.com/>

World Email Directory (a good source for addresses in Europe and Asia
<http://worldemail.com>

So, go to the computer and do these activities:

1) If you have an e-mail address, look up your name in one of these directories;

2) Look for addresses in another country;

3) Practice your e-mail skills by asking for a quotation or an uplifting message. (Thanks to Ellen Chamberlain's BCK2SKOL for this site (see tutorials).

> To receive a quote, send an email message to
>
> almanac@oes.orst.edu
>
> Leave the subject line blank and in the body of the message, type:
>
> *send quote*
>
> To receive an uplifting message, send an email message to the same host, but in the body of the message, type: *send moral-support*

Reading Electronic Mail Addresses: How to decode them

Electronic mail is a quick way to send a message to someone anywhere in the world, if that person has a connection to the Internet. In order to make sure that the mail gets through, each user has an address. You need to give your address to others so that they can send you mail. Let's take a look at the parts of that address:

user name @ the address of the computer (or server) receiving the mail

1) The user name is a combination of the individual's first and last name or initials. (This is not your password; keep your password a secret)
2) @ means "at"
3) The computer address (called the "domain" name) follows certain rules. One can decode the address by reading from the right to the left. It helps to know these abbreviations:

.edu	refers to a U.S. college or university
.cc.(state).us	refers to a community college
.k12.(state).us	refers to a school that has grades within kindergarten-12
.com	refers to a business or other commercial enterprise
.org	refers to a non-profit organization or trade association
.mil	refers to a military site
.gov	refers to a government agency, official, or organization
.net	refers to a network administration organization

Sometimes the user names are really funny. Here is my e-mail address:
cowless@lbcc.cc.or.us
That's right, I am without cows! The e-mail rules at my school say that the user name is the first six letters of the last name, followed by the initial of the first name. Can you decode the rest of the address, after the @ sign?

____

If you have an e-mail address, write it down here:
____________@_________________________________

Now, decode it. What are the rules for making the user name, and what does the domain name (to the right of the @ sign) tell about your site?

Reading Electronic-mail addresses: the life of Dwight David Eisenhower

Dwight David Eisenhower (1890-1969) lived before electronic mail was widely available. However, if he had been using e-mail during his lifetime, he might have had a variety of addresses. Follow this **imaginary** list of the various e-mail addresses Mr. Eisenhower could have used. For each address, explain:

a) the rule being used to create the user name;
b) the domain and sub-domain for each address.
(The first one has been done for you)

> Remember the three parts of an Internet e-mail address:
>
> **user name @ the address of the mail server (computer or "homepage")**
>
> 1) the user name will be some combination of letters/initials in the person's name;
> 2) the @ means "at";
> 3) this is the domain name; read it from right to left.

Dwight David Eisenhower was born in Denison, Texas, on October 14, 1890. In 1891, his family moved to Abilene, Kansas. Eisenhower attended school there, graduating from high school in 1909.

<Eisenhd@Abilenehs.k12.ks.us>

a) ***The first six letters of his last name, followed by his first initial.***
b) ***United States, Kansas, a K-12 school, Abilene High School..***

After working for a year, Eisenhower attended the U.S. Military Academy at West Point. He graduated in the class of 1915.

<dde@usma.edu

a)

b)

Created by Susan Cowles, NIFL Literacy Leader Fellowship Project, 1996-1997

Dwight Eisenhower spent more than thirty-three years on active duty as an Army officer. In 1943, during World War II, he was appointed Supreme Allied Commander-Europe.

<deisen@saceur.pentagon.army.mil>

a)

b)

In 1944, Eisenhower was made a five-star general. After World War II, he continued to work in the armed services. Then, in May 1948, Eisenhower became president of Columbia University.

<dwight_eisenhower@columbia.edu>

a)

b)

He also wrote a book, *Crusade in Europe*, published by Doubleday.

<eisendwig@doubleday.com>

a)

b)

In 1950, President Harry S Truman asked Eisenhower to become Supreme Allied Commander of the North Atlantic Treaty Organization. He served for 15 months.

<ddeisenhower@hq.nato.int>

a)

b)

Dwight Eisenhower became the 34th president of the United States (1953-1961).

<president@whitehouse.gov>

a)

b)

In retirement, Eisenhower played a lot of golf. He might have belonged to the Society for the Prevention of Cruelty to Golf Balls.

<ike@spcgb.org>

a)

b)

President Eisenhower died on March 28, 1969. He and his wife, Mamie Doud Eisenhower, are buried in Abilene, Kansas.

You can visit the Dwight D. Eisenhower Presidential Library in Abilene, Kansas, by going to <http://sunsite.unc.edu/lia/president/eisenhower.html>

If you would like to be directed to other presidential libraries, go to <http://sunsite.unc.edu/lia/president> You will find information there about First Ladies, as well.

Unlike the imaginary e-mail addresses you have been working with, these directions take you to actual sites on the World Wide Web. Go to a site via the Internet, and look around!

What Can You Tell Someone About Your Place? Looking for Information on the Internet:

Skillbuilding: Using reference materials
Using technology
Reading and writing

Objectives: given access to Internet-based resources and traditional reference materials, learners will research information about their geographic area and communicate findings to others.

Description of Activity:

This is a good activity for learners who are beginning to use the World Wide Web to search for information. They may choose to use subject directories, search engines, and specialized search databases. Learners can work on this project as individuals, as pairs, or in groups.

Ask learners to brainstorm a list of things that characterize their state or region. (This list, in the case of one class in Oregon, went from the general, "rain", to the specific, "Albany Timber Carnival"). After discussion, have learners choose topics to research. Discuss the various ways of searching for information, either on the Web or with traditional reference material. (The person researching annual rainfall decided to use the World Almanac and Book of Facts. The person looking for current information on the Albany Timber Carnival found it on the Web) Have students report on their findings, either orally, in writing, or in some graphic form.

The initial purpose of this activity was to locate information about our cities/region/state in order to describe our region to a group of learners in another state. They communicated via electronic mail. After this exchange of information, learners then did a second activity, in which they exchanged math questions, problem-solving strategies, and solutions.

Resources:

World Almanac and Book of Facts, 1997
Tourist brochures and pamphlets
Helpful URLs for adult learners in Oregon:
The State of Oregon Homepage: <http://www.state.or.us>
This is the official state page, with valuable links in four sections: Government, Community, Commerce, Education.
Travel Oregon: <http://www.traveloregon.com/>
This has an interesting section on planning an Oregon vacation.
Washington Post - News From Your Hometown:
<http://www.washingtonpost.com/wp-srv/national/longterm/50states/front.htm>
This site has news summaries and articles about a particular state that have appeared in a variety of newspapers within the last 30 days.

City.Net Travel: <http://www.city.net/countries/united_states/oregon/

USA Citylink: <http://www.usacitylink.com/or.html

The Internet Public Library-Stately Knowledge: Facts about the United States <http://www.ipl.org/youth/stateknow/skhome.html>

This site contains basic facts about every state in the Union. The page layout makes this very user-friendly. One can look at information about an individual state, or look at state rankings in many categories.

U.S. Census Bureau-The Official Statistics <http://www.census.gov>

This site also contains a section called "Just for Fun", with maps and information for each state. The counties within states are indicated on the maps. <http://www.census.gov/main/www/fun.html>

Sending and Receiving e-mail: Say It with Pizza! (or flowers, postcards, candy...)

Skillbuilding: Learning to learn
Using technology
Communication

Objectives: given access to an Internet-based electronic mail account and a Web browser (such as Netscape or Microsoft Explorer, the learner will be able to:

1) establish an Internet connection;
2) use the computer keyboard;
3) send and receive e-mail in the form of electronic postcards and other items;
4) read a given URL, go to that site, and follow directions;
5) find world cities and countries on a map.

Description of Activity:

The sending and receiving of electronic mail is a good introduction to Internet-based resources. One way to make this very interesting is to have learners send "virtual" or electronic postcards, food, and other gifts to each other. This involves navigating around a webpage, following directions, and writing a message to another person. The recipient of the message must also follow directions and navigate around the Web in order to receive the message.

If learners choose to send postcards from cities and countries around the world, it is possible to add many map-reading activities and information searches to this activity. A recipient of a postcard might find the country pictured in the message on a world map, might research information about that place, and might "go" there in an electronic trip.

Some of the sites can be adapted for math-related activities. The pizza site gives a price for each virtual pizza that has been ordered. This price can be compared to local pizza prices. See The Pizza Puzzler at The Numeracy Homepage:
<http://www2.wgbh.org/MBCWEIS/LTC/CLC/pizza.html>

Caution: There are many electronic postcard sites on the Web. Some of them take incredible amounts of time to load images. Some sites have sound applications as well, and that may take additional time. For the purposes of this activity, I have chosen postcard sites that are relatively quick and easy to use. However, I also include on this sheet three alphabetical indices of electronic postcard/gift sites. They are handy if one needs to find a very specific kind of card. It will take a colossal amount of time to look at sites on these lists, so I don't advise that learners begin this activity with these indices. I have only included the URLs here, not on the list of suggested sites for learners.

Resources:

Say It with Pizza directions and list of suggest sites

Mammoth postcard lists, for instructor use in finding specific locations or sites:

*Internet Card Central: this site has some links that are out-of-date as of this writing.
http://www.moc.kw/Users/wolfy/cards.html#R

*Whisper's Electronic Postcard Collection: great list!
http://home.mem.net/~whisper/cards2u.html

*Anna's Electronic Postcards from Around the World: this site has reminders of upcoming holidays. Its catalogue is also easy to use.
http://www.wp.com/annag/ecards.htm

Karen's Koncepts: another list, seemingly up-to-date.
http://www.lochnet.com/koncepts/ecards.htm

Sending and Receiving e-mail: Say It with Pizza (or flowers, postcards, candy....)

It is possible to send a variety of "virtual" things to others, using electronic mail and sites on the World Wide Web. You can send someone an electronic postcard, a pizza, a birthday cake, flowers, teddy bears, a sandwich and an amazing group of pets, to name a just a few things. These are only electronic packages, not the real thing, and there is no cost to send them. (However, some of these sites are businesses, and they make it possible to also order an actual item, using a credit card. So, watch out!)

Once you have sent something via e-mail, the recipient will get an e-mail message from the site where you selected the item. The message will tell the recipient to go to a specific website (a URL will be listed) to receive a "package" or message. The recipient will also be give a code needed to get the item. Going to the URL will enable the recipient to see (pick-up) the package or message you have sent.

Here is the general procedure:

1. Choose a website that allows you to send virtual messages and packages.
2. Follow the procedures at that site. You will need to enter your name and e-mail address, as well as the name and e-mail address of the recipient. You probably will be able to write a message to that person, also.
3. Send the item.
4. Check your own e-mail to see if you have a message/package from someone.
5. When you receive a message that you have something waiting for you, make a note of the code you will need in order to pick up your item.
6. Go to Netscape and type in the URL you have been given.
7. Follow the directions at that site to get your message/package.

Sending and Receiving Mail: Say It with Pizza!

Take a look at this list of recommended sites for a choice of electronic messages/gifts!

FOOD:

Pizza: **http://www.ecst.csuchico.edu/~pizza/**
Sandwiches: **http://www.mayo.com/westmayo/cyber/cyber.html**
Virtual Dessert: **http://www.icecreamusa.com/cgi-bin/icusa/vrsundae/vrsundae**

PACKAGES AND GIFTS:

Virtual Florist: **http://virtualflorist.com/virtual/select.htm**
Virtual Flowers: **http://www.iflowers.com/vir/vir_gallery.html**
Virtual Presents: send pets, tools, odds & ends! **http://www.virtualpresents.com**
Virtual Teddy Bears: **http://bearisland.com/cybear.html**

POSTCARDS:

General sites with many kinds of electronic postcards:

Digital Postcards: This may be the most versatile site on the Internet. You can choose from five languages in sending postcards. It also gives links to finding e-mail addresses of friends if you have lost touch with them.
http://www.volition.com/bookshop/postcard.html

The Electric Postcard:
http://postcards.www.media.mit.edu/postcards

Preview Vacation's Postcards: this site is easy to use. It also has a great variety of postcards from places around the world. Look at "major sites".One can also search for specific kinds of vacations at this site.
http://www.vacations.com/Postcards/send.index.cgi

Websseek: this site creates an index of images from the Web. Images are arranged by subject, and one can choose from many pictures. It takes time to use this site.
http://disney.ctr.columbia.edu:8021/cards/card.html

Specific sites:

Aloha Electric Postcard Rack: a variety of Hawaiian images from the Bishop Museum.
http://www.bishop.hawaii.org/Postcards/

Aloha from Hawaii: 12 postcards to send.
http://www.aloha-hawaii.com/access.shtml

Asiatravel Postcards: Choose from twelve Asian countries and then send a postcard.
http://asiatravel.com

CCCNet Free Postcard Service: Postcards from Romania:
http://www.cccis.ro/postcard

Life's Little Instruction Book Postcard Central: Choose sayings from the book by H. Jackson Brown, Jr., then add a border and send it off!
http://www.kaplan.com/cellar/life/pmain.pl

Postcards from the United Arab Emirates: an interesting collection from an unusual place!
http://www.net-master.com/postcards/

Prince Edward Island Greeting Card Centre: did you ever read *Anne of Green Gables*? This is the setting!
http://www.gov.pe.ca/card/index.html

Warner Brothers/Looneytoons:
http://www.wbwebcards.com/ns1_indx.html

Math Keypals Project--Problem-solving across the miles (or kilometers)

During the year of this fellowship project, the Oregon team of instructors participated in a number of activities. One of these was the Math Keypals Project. Pairs of instructors, each working with a group of learners, decided upon a math problem that each group would attempt to solve, working independently of the other group. Then, each group of learners (or individuals within the group) wrote about their problem-solving strategies and communicated their solutions and strategies to the other group of learners via electronic mail.

In most cases, the learners decided to introduce themselves and their towns by sending preliminary electronic messages before they attempted the math problem. (See the activity, What Can You Tell Someone About Your Place?) Some pairs of instructors reported that the learners in their programs participated in several problem exchanges during the project year. One class in Albany, Oregon, exchanged math problems, local newspapers, and tourist information with a class of learners in Philadephia, Pennsylvania. There were many interesting discussions resulting from reading the classified ads in each set of papers, and comparing rents, salaries, and the prices of consumer goods.

The activities of working math problems as a group, emphasizing problem-solving strategies, and writing about math were new ideas and practices to many instructors and learners. However, these activities are important strategies in teaching and learning mathematics. For more information about these topics, including wonderful resources and a great discussion list, visit the website of the Adult Numeracy Practitioner Network. <http:www.std.com/anpn>

Math Keypals Project Explanation:

Fourteen Oregon instructors of adult basic skill development are participating in a year-long project funded by the National Institute for Literacy. We are using Internet-based resources in the adult basic education curriculum. One part of this project is the use of electronic mail as a method of communication between classes of adult learners, especially in the area of group problem-solving. We are using math problems/situations as the basis for this. We have confined the project within the borders of Oregon, and now we are ready to branch out!

This is how it works-- Two instructors are paired. This pair decides upon an appropriate math problem for use with their groups. (At first, this should probably be the same math problem). It is also most appropriate for the learners themselves to pose a math problem for themselves or for the other group. Each group works on the problem at its own instructional site. Then, each group writes about its problem-solving processes and solutions. These written messages are sent, via electronic mail and/or FAX, to the other group in that pair. Many learners first exchanged messages about their own home communities before ever starting the math portion of the activity. We have considerable regional variation in Oregon, so it has been interesting to hear the descriptions of other parts of the state. Many of the paired groups are continuing on with another problem, because they have enjoyed the contact with the others they have "met" electronically.

As far as timing for this, it is really without a specific end or limit, though we are conducting the project now, and will be doing so for some time. Many of our programs end in June, and others continue on through the year. We have found that if the problems and the written communications are done in a short, concise period of time, learner interest is maintained. Also, some programs have found that their learner population is so transient, it is important to complete the problem-solving and writing in a period of a day or two!

We have permission from the National Council of Teachers of Mathematics to use and transmit electronically any problems in their publication, Mathematics Teaching in the Middle School, provided that proper citation is given. For example, one pair of instructors chose this problem from the January, 1997 MTMS(Vol.2, NO.3), p. 172: NAILS & PAILS: A pail containing 40 nails weighs 175 grams. The same pail with 20 nails weighs 95 grams. How much does the pail weigh? How much does each nail weigh?"

We also have permission from Key Curriculum Press to use problems from their great book, Problem Solving Strategies: Crossing the River with Dogs and Other Mathematical Adventures. One pair of classes used this problem, which comes from the chapter of the book where learners learn to use diagrams to solve problems (p. 13): "Jenny's model train is set up on a circular track. There are six telephone poles evenly spaced around the track. It takes the engine of her train 10 seconds to go from the first pole to the third pole. How long would it take for the engine to go the entire distance around the track?"

So, you can see that there is great variety in the type of problem and in the amount of time spent in working on them. Some of the other problems were much more open-ended. (I can send you other examples if you like!)

Electronic Mailing Lists and Conferences: how to receive many e-mail messages every day:

All one needs is an e-mail account in order to receive lots of electronic messages. Then, by subscribing to mailing lists, many messages will be sent to the subscriber. These mailing lists are often called "listservs", because Listserv is one of the original computer software programs that administers such lists; other mailing list administrative programs include Majordomo and Listproc. The terms "mailing lists or listservs refer to an e-mail based mailing list for people who share similar interests. The administrative computer program automatically distributes an e-mail messages to subscribers when the messages are written by an authorized source (the list moderator or subscribed members), and the messages go to all those who have subscribed to that list. This has been called a "mail explosion", because a single message "posted" (net language for "sent") to a list will be reproduced by the listserv in multiple copies and almost instantaneously sent to every list member.

When you subscribe to an electronic mailing list, the moderator will automatically send you basic information about the group, including how to post messages (if appropriate) and how to unsubscribe. It is a good idea to save that message for future reference. Be sure to subscribe to a mailing list or discussion group from the same e-mail address you plan to use for receiving and posting messages, or your messages will be refused.

There are two general types of lists:

Distribution lists
Discussion lists

Distribution lists are one-way communication lists. Once you subscribe to this type of list, you will receive messages, mailings, or project updates from the list moderator or list "owner". You may write to the moderator at his or her own e-mail address, but your message will not automatically be sent to all subscribers by a listserv administrative computer. It is often possible to look at back issues or message archives in order to find information that was sent before you subscribed to the list.

Here are some good examples of distribution lists:

Blue Web'n Learning Applications: a library of Internet-based instruction. A subscription to this mailing list will give you reviews of good educational web sites. Many sites suggestions are designed for children, so this is an excellent resource for parents who want guidance about their children's use of the Internet. The website explains the rating system and the definitions of the educational applications.
<http://www.kn.pacbell.com/wired/bluewebn>

The Math Forum Internet News provides a weekly newsletter sent out by the great math folks at The Math Forum, Swarthmore College. Each newsletter describes useful math-related Internet sites. You can also review back issues of the newsletter here. For subscription information, contact <http://forum.swarthmore.edu/electronic.newsletter/>

NASA's Quest Project-The Internet in the Classroom. This agency hosts a variety of electronic field trips and on-line projects. It is possible for instructors and other interested people to subscribe to the project updates, so that users are notified of videoconferences, changes in broadcast dates, and other important information. These distribution lists are usually of short duration, giving the subscriber almost daily updates of the electronic field trip while it is in progress. More information can be found at the NASA Quest homepage: <http://quest.arc.nasa.gov/> There have been electronic distribution updates for the field trips, Live from Antarctica 2 and Live from Mars.

Thought for the Day is a distribution list of wonderful (so far) thoughts for the day from a variety of sources. To subscribe, send an e-mail message to <listserv@listserv.tamu.edu> Leave the subject line blank, and in the body of the message type: SUBSCRIBE TFTD-L yourfirstname yourlastname
There are many "word-of the-day" and "slogan-of-the-day" sites that automatically pop up in one's electronic mailbox once you've subscribed.

Discussion Lists are two-way (actually, multi-way) conversations between subscribers. If you subscribe to a discussion list, you can then send a message to the list's address, where the administrative computer will copy it and send it out to everyone on the list. Unlike the distribution-only lists, subscribers can respond to messages they receive. This often leads to an on-going discussion, or "thread" about a particular topic. If a subscriber decides to send a message to the list in general, the message will be copied and sent to all list subscribers. The subscriber may choose instead to respond to a particular message by sending his or her own comments to the individual who sent a specific message. Then the mail is sent only to that person. If the responder just hits the "reply" button, the response will go to the whole list, not the individual writer. ***Be careful about this!!! It can be very embarrassing to see a message you intended for one person sent instead to what seems to be the whole world!***

The beauty of discussion lists is that a subscriber can have an open discussion with dozens or hundreds of people on a somewhat focused topic. And, this all takes place via e-mail: subscribers can read and respond to messages at a convenient time. The actual time of day or night does not matter. ***Note:*** many new subscribers to lists will "lurk" for awhile--that is, they will read all the messages without responding. This is actually a good thing to do when first joining a list, because the new subscriber can be accustomed to the courtesies, topics, and procedures of the list.

Some discussion lists are moderated by a human and others are not. Most lists allow open posting of messages without screening, even when the list is moderated. Most moderators are there to maintain the list civility and keep it on topic and on track with its mission. Other moderators may edit messages or combine related postings. Most moderators try to keep the "thread", or discussion topic, alive and interesting.

Here are some good examples of discussion lists:

The Adult Numeracy Practitioners Network has on-going discussions about the teaching and learning of mathematics and about the math reform movement. Subscribing members of the list often are instructors who offer great teaching tips suggested resources. <http://www.std.com/anpn>

The National Institute for Literacy administers several discussion lists on topics related to adult literacy and learning. There are extensive archives of discussion threads on each list. For descriptions of the lists and subscription information, see <http://www.nifl.gov>

There are also descriptions of literacy and adult education lists on the NIFL Hub IV website: <http://www.otan.dni.us/HubIV/literacyforums.html>

The National Literacy Alliance sponsors the National Literacy Alliance list, an electronic discussion list designed to help advocates keep informed about national public policy issues affecting adult literacy education and adult learners. For subscription information, go to <http://www.otan.dni.us/HubIV/nla.html

Directories of electronic mailing lists and conferences:

For more lists, check out description and subscription information at the following places. There is a search feature at each of these sites, as well as subject listings for many distribution/discussion lists:

LISZT: This site advertises as the mailing list directory of over 71,618 lists found on Listproc and Majordomo software. <http:www.liszt.com>

Search the List of Lists: <http://catalog.com/vivian/interest-group-search.html>

tile.net/Lists: This site has lists run by Listserv software. <http://www.tile.net/tile/lists>

Scenery

Once a person has gotten out of the starting block and on the road, it is possible to look around and enjoy the scenery along the way. Here are some activities that will introduce you to great sites on the Web. This section will also show you how to integrate these resources into your teaching and learning.

Electronic Field Trips and Other Travel Around the Web

Movies, Newspapers, and Other Websites

Electronic Field Trips and Other Travel Around the Web:

1. Information about electronic field trips:

The electronic field trip is an exciting way to begin using Internet-based resources. A well-designed field trip has great activities for teaching and learning. Often there are live broadcasts from remote sites, though one can participate in the field trip activities without using the broadcasts.

What Are They?

How Appropriate Are the Activities for Adult Learners?

How Does One Arrange for the Live Television Broadcasts?

How Do We Find Out About Field Trips?

2. Using the Web for virtual tours and skill-centered field trips:

There are many other valuable sites on the Internet with resources that lend themselves to teaching and learning basic skills. Usually there are not ready-made lesson plans, but it is easy to use any of these sites for practicing critical reading, writing, mathematical problem solving, map reading, using charts and graphs, and many other skills!

Brief description of process
Lists of great sites as starting points

3. Creating Your Own Field Trip:

The variety of Websites also allows for people to design their own field trips. This means that there can be a range of activities, information, and assessment, depending upon individual interests.

Description of Process
Ways to assemble information
List of helpful websites.

Electronic Field Trips:

What Are They?

Electronic field trips are exciting adventures that expand learning beyond classroom walls. The projects are offered nationally and/or internationally. These adventures usually involve a combination of:

1) live television broadcasts that "teleport" learners to places of interest;
2) a Web site with activities and a teacher's guide;
3) access to experts who are willing to communicate with learners via e-mail;
4) an on-line discussion list for teachers involved in the field trip;
4) a print version of the teacher's guide, complete with blackline masters.

There is often no charge for participation in the electronic field trip. The print version of the teacher's guide is usually available at a nominal fee. (Many of the on-line activities can be printed from the Web site if you have a printer hooked up to your computers) Instructors are often asked to "register" for the field trip via e-mail. This assures that the instructor will get up-dated information on the project, any changes in programming, and further suggestions for using materials in the classroom setting.

How Appropriate are the Activities for Adult Learners?

The suggested classroom activities are hands-on, involving reading, writing, math, and general problem-solving skills. The projects follow the national standards in science, math, language arts, and other subject areas. (Because the Internet is so rich in scientific material, the electronic field trips often have a scientific subject as a unifying theme) The activities are often multi-level, and usually seem appropriate to adult learners. Many of the projects (especially created by "Passport to Knowledge" in conjunction with NASA and the National Science Foundation) address "parents and other life-long learners" on their Web site. Check this out on Live from Antarctica2: <http://quest.arc.nasa.gov/antarctica2>

Another Passport to Knowledge electronic field trip, Live from Mars program can be found at <http://quest.arc.nasa.gov/mars>
The producers realize that many adults will be checking in at the Web site as they cruise the "Net", so they try to appeal to a broad audience.

How Does One Arrange for the Live Television Broadcasts?

The state or local affiliate of the Public Broadcasting System will decide whether or not to carry the program through the local channels. Often the broadcast is only available via satellite. In this case, the electronic field trip producers will provide you with the satellite coordinates for the programs. The media department of the local community college should be able to assist instructors in providing a downlink of the broadcast. (other sources might be the K-12 school district or cable station) Tapes may be made free of charge for participating schools and stations. Commercial tapes of the broadcasts are often available at a later time. It is obviously most exciting to participate in the live broadcast: often there will be the opportunity for learners to ask questions during the live broadcast (via e-mail or telephone). However, taped versions of the programs still provide great windows on the world.

What Happens if We Miss the Dates of the Field Trip?

When the active part of the field trip is over, the teacher's guide, maps, photos, and other resources are "archived" at a Web site. This means that one can still gain access to all of the information. If the project is over, the experts are usually not available to answer questions sent in by e-mail. However, the Web site often has examples of questions and answers exchanged during the life of the field trip.

How Do We Find Out About Field Trips?

A great source of information about electronic field trips --past, present, and future-- is the Web site for the Public Broadcasting System <http://www.pbs.org/learn/eft/>. This website has information about the 1995-1996 and 1996-1997 groups of projects.

NASA has information at the homepage for the Goddard Space Flight Center <http://seawifs.gsfc.nasa.gov/SEAWIFS.html> See The Living Ocean

The JASON Project takes one two-week electronic field trip a year. Find out more at <http://www.jasonproject.org> This year's project is "Journey from the Center of the Earth- A Comparative Study of Iceland, Yellowstone, and Local Sites". It takes place April 28-May 9, 1997. As with other field trips, the material can be used at a later date.

Using the Web for virtual tours and skill-centered field trips:

One of the most exciting applications of Internet-based resources into learning situations is the electronic field trip. This activity, in its grandest form, involves television broadcasts, on-line communications, and access to Web sites. These field trips are usually produced by the Public Broadcasting System, NASA, the National Science Foundation, commercial learning networks, or some combination of these entities. There are many wonderful opportunities for learners who participate in such field trips, because resources have been joined together in interesting ways.

There is another way to participate in a field trip, thanks to the riches of Internet-based resources. Learners and/or instructors can construct projects in which participants travel to fascinating places. One can visit libraries, museums, subway systems, monuments, and other locations. There usually will be photographs, audio clips, and links to other sources of information.

Here is a way to get started on such a field trip: first develop a destination and a reason for the visit. Decide what questions you'll investigate and what the project outcome will be.

1) Do you want to visit cities and countries around the world? Go to <http://www.travel.org/index.html>

2) Are you interested in visiting the oceans of the world? Go to the Smithsonian Institution's travelling exhibit called "The Ocean Planet". <http://seawifs.gsfc.nasa.gov/>

3) How about a tour of the solar system? Try the Nine Planets Tour at <http://www.seds.org/billa/tnp> or <http://seds.lpl.arizona.edu/nineplanets/nineplanets/>

4) What might be happening in the Arctic region? (This is especially appropriate for those people who have "visited" Antarctica recently--there are many opportunities for comparisons and contrasts) <http://spirit.lib.uconn.edu/ArcticCircle/>

5) The lines are long for a tour of the White House. How about an Internet tour, instead? <http://www.whitehouse.gov/WH/Tours/>

6) While you are visiting Washington, D.C., take AVirtual Tour of the Capitol <http://www.senate.gov/about/capitol/virtour.html>

7) Visit a the animals in a Massachusetts tide pool: <http://www.umassd.edu/Public/People/Kamaral/thesis/thesisexperiment.html>

8) How about Paris? <http://www.paris.org/> You could go right to an interactive map of Paris at <http://www.paris.org/Maps/MM>

9) The Franklin Institute, in Philadelphia, has some wonderful places to visit: <http://sln.fi.edu/tfi/welcome.html> While there, visit the "educational hotlists", and from there, go to the "Interactive Things to Do", "Museums", or "Online Exhibits".

10) The Smithsonian Institution, known as "The Nation's Attic", has many sites to visit: <http://www.si.edu/resource/start.htm>

11) Visit the Exploratoriumin San Francisco: <http://www.exploratorium.edu/>

12) Learn about marine animals at the SeaWorld website. Once at the page listed below, select Animal Bytes or Animal Resources!
<http://www.bev.net/education/SeaWorld/>

13) Comet Hale-Bopp was an exciting addition to sky! Several sites have detailed information about this comet. Check out the following:
<http://www.cea.berkeley.edu/~dcs/com.html>
<http://newproducts.jpl.nasa.gov/comet/timeline.html>
<http://encke.jpl.nasa.gov/hale_bopp_info.html>

14) If you'd like a new perspective of the Earth or the Moon, go to The Earth and Moon Viewer: <http://www.fourmilab.ch/earthview/vplanet.html>

15) This site offers a wonderful way to participate in a global study of wildlife migration. It's not so much a field trip as it is a way to track various animals as they travel northward between February and May. Called The Journey North, this Annenberg/CPB Math and Science Project can be found at:
<http://www.learner.org/content/k12/jnorth/>

Many of these sites will have links or connections to other virtual tours of museums, cities, and outdoor locales.

Creating Your Own Field Trip:

Decide where in the world you would like to go. You might want to start with a region (Europe, Latin America, Africa, North America, Asia) and then narrow your trip to a particular country. You might, however, already have a particular city and/or country in mind.

Let's say you will take this trip next month. Before you go, investigate the following:

1) Weather--what is the climate at your destination? What clothing will you take?
2) Money exchange--what is the unit of currency at your destination? How many units of that local currency will you get for $500 U.S.?
3) Travel--how will you get to your destination? Once you are there, will you travel around within the city/country? Check out the travel options.
4) Are there upcoming holidays, special occasions, unusual events occuring in this place?
5) What will you plan to do while you are there? What museums, monuments, and other places of interest will you visit?
6) What languages are spoken in this place? You might want to learn a few simple phrases in that language, in order to communicate.
7) What is the local time in that area compared to the time zone you usually live in?
8) Are there particular travel documents or governmental papers (passports, visas) that you need to have before you go?
9) Foreign embassies: consider visiting the embassy of your country before you go.
10) If you plan to take children with you on this imaginary trip, what activities will you include for them?

Using Internet-based resources, find the answers to these questions, and plan your trip. Then, you might want to assemble the information in a variety of ways:

a) Write a journal as if you were actually on this trip. Include descriptions of what you see and what you do, as well as what preparations you needed to make before the trip.
b) Draw a series of postcards you might send if you were on the trip. (Index cards make a great base for postcards). Write messages on the back of the cards, as if you were really traveling.
c) Design a brochure about your destination that would encourage someone else to visit this place.
d) Construct a scrapbook about your destination. You could actually write letters to the country's embassy, requesting information to include in this project.
e) Make a map of the region you visit, with a legend showing where you have been.

Here are some Web sites that might be helpful to you as you plan:

Airlines of the Web: <http://w4.itn.net/airlines>

CIA World Fact Book: <http://www.odci.gov/cia/publications/nsolo/wfb-all.htm>

City Net: This sites gives information about cities, countries, and regions around the world.
<http://www.city.net/>

Currency calculators:
- 164 Currency Converter: <http://www.oanda.com/cgi-bin/ncc>
- You do the Math: <http://www.dna.lth.se/cgi-bin/kurt/rates>
- Digital Passport's Currency <http://www.rubicon.com/passport/currency/currency.html>

Digital Passport: Links to information on embassies, time zones, and international holidays:
<http://www.rubicon.com/passport.html>

The Electronic Embassy: Information about foreign embassies in Washington, D.C. Addresses to which one can write for travel information, as well as links to embassy websites, if any.<http://www.embassy.org>

Foreign Languages for Travelers:
- Say Hello to the World: <http://www.ipl.org/youth/hello>
- Travel Languages: <http://www.travlang.com/languages/>
- Translating Dictionaries: <http://dictionaries.travlang.com>

Health Information for Travelers from the Centers for Disease Control:
<http://www.cdc.gov/travel/travel.html>

Newspapers around the World-Internet Public Library, Reading Room:
<http://www.ipl.org/reading/news>

Route Planner: This site allows you to get specific map directions between sites:
<http://www.mapquest.com>

Subway Navigator: This site allows you to find routes in subway systems for various cities around the world <http://metro.jussieu.fr:10001/bin/cities/english>

Time information:
- U.S. Naval Observatory: <http://tycho.usno.navy.mil/>
- Time Zones: <http://www.worldclocks.com/time>

Travel advisories and other information from the U.S. State Department:
<http://travel.state.gov/>

Travel information from The Directory of Travel: <http://www.travel.org/index.html>

Weather:

The Daily Planet:<http://www.atmos.uiuc.edu>
Rain or Shine: <http://www.rainorshine.com>

There are many on-line travel guides, offering a multitude of links to travel sites. Here are the URLs for two of them. You'll find many more by conducting a search on the Web.

Fodor's: <http://www.fodors.com/>
The Lonely Planet: <http://www.lonelyplanet.com/>

Movies, Newspapers, and Other Websites:

The World Wide Web is a wonderful resource and storehouse of information. There are many ways that these resources can be incorporated into any adult literacy curriculum, for individuals as well as for groups of learners. Here are three activities that show how Web resources can be used as a tools for learning.

1. Carpe Diem-Enjoy the Day!

Lesson Guide
Activity Sheet

2. Look Who's Talking--Viewing Events from Various Perspectives.

Lesson Guide

3. "And the Winner Is...": Evaluating Movies

Lesson Guide
Activity 1: Assignment and Resources
Worksheet I
Worksheet II

Carpe Diem---Enjoy the Day!

Skillbuilding: Learning to learn
Using reference materials
Using technology
Reading
Communication
Teamwork

Objectives: given various URL's (Universal Resource Locators), learners will be able to:

1. Establish an Internet connection with another server.
2. Use toolbar icons, arrow bars and links.
3. Collect information on words, idioms, events of the day, weather, and so forth.
4. Communicate that information to others.

Description of Activity:

Each day, various learners or teams of learners will be responsible for checking a set of Internet sites (see suggestions listed below). Learners will then communicate that information to others in the group. This communication can be in various forms: learners might post the information on a bulletin board, construct a chart, or teach other learners the information. (In the case of the word of the day or the idiom of the day, learners can ask others to find the definition of the given material)

Resources:

1) Word of the Day (Merriam-Webster Dictionary): <http://www.m-w.com/ >

2) Jesse's Word of the Day(slang, sayings, and new words):
<http://www.randomhouse.com/jesse>

3) Word of the Day: <http://www.parlez.com/word-of-the-day/todayswotd.shtml>

4) Dave's ESL Cafe has an Idiom of the Day and a Quote of the Day: <http://www.eslcafe.com>

5) Idiom of the Day(from Great Britain): <http://titania.cobuild.collins.co.uk/Idiom.html>

6) Local weather (includes a link to the Old Farmer's Almanac): <http://www.rainorshine.com>

7) Today in History, American Memory from the Library of Congress:
<http://lcweb2.loc.gov/ammem/today/today.html>

8) This Day in History (from Finland-many interesting links):
<http://www.uta.fi/~blarku/today.html>

9) The Insult of the Day from Shakespeare:
<http://zenith.berkeley.edu/~seidel/Shaker/shake.cgi>

10) The Astronomy Picture of the Day: this will give you an astronomical photo with short written description and many links to other sites:
<http://antwrp.gsfc.nasa.gov/apod/astropix.html>

11) Dr. Pangloss' Wisdom: named for the fictional tutor in *Candide*; Dr. Pangloss optimistically believed that "... all is for the best in this best of possible worlds":<http://www.pangloss.com/>

12) Wordsmith Word of the Day: <http://www.wordsmith.org/awad/home.html>

Carpe Diem---Enjoy the Day!

There are many sites on the Internet specializing in giving out information one day at a time. It is possible to get a "word-of-the-day", a "saying" or "thought" for the day, and even a new photo from space every day!

Using a list of locations on the Internet that you may get from an instructor, choose to look up one piece of information. After you have found what you are looking for, share that information with others. You may wish to do that in writing, via electronic mail or a journal. You may wish to make a presentation to others in your group about the information. **Here are some sample ideas:**

1) Look up the weather for the day at a particular place in the United States or elsewhere in the world. Tell others about this weather report, and ask them to find that place on a map. <http://www.rainorshine.com>

2) Find out something that happened on this day in history. Tell others about it.
<http://lcweb2.loc.gov/ammem/today/today.html>
<http://www.uta.fi/~blarku/today.html>

3) Find out about someone who was born on this day. Tell others about that person. <http://www.eb.com/bio.html>

4) Look up the Astronomy Picture of the Day. Read about this photo, and describe what there is to see for others. <http://antwrp.gsfc.nasa.gov/apod/astropix.html>

5) There are many places giving the saying or idiom of the day. Check out one site, read about the saying, and explain its meaning and origin to others.
<http://titania.cobuild.collins.co.uk/Idiom.html>
<http://www.eslcafe.com>

6) There are many sites giving a word of the day. Check out one of these, then share the information with others. You might want to ask them to use the word in a sentence, either written or spoken.
<http://www.m-w.com/>
<http://www.randomhouse.com/jesse>
<http://www.parlez.com/word-of-the-day/todayswotd.shtml>
<http://www.wordsmith.org/awad/home.html>

Look Who's Talking: Viewing Events from Various Perspectives

Skillbuilding: Analyzing information
Critical reading
Using technology
Learning to learn

Objectives: given a current event and Internet access to several national and international newspapers, the learner will be able to:

1) read a news article and an editorial about an event or issue;
2) differentiate between fact and opinion;
3) evaluate writing for point-of-view;
4) interpret a political cartoon (when available).

Description of Activity:

Discuss international topics or events of current interest. Choose a topic that is likely to have a variety of viewpoints. Although political events often generate a lot of news, other subjects might be international sporting events, weather, economic conditions, and "soft news" topics. List those nations that might have an interest in the topic/event.

Then, direct learners to the Internet, in order to find newspapers publishing varying accounts or opinions about the chosen topic. While there are many newspapers online, it is efficient to direct learners to the Internet Public Library, with its extensive listing of newspapers and Web links to specific sites. Ask learners to look for news reporting and commentary about the chosen topic from at least two perspectives. Discuss the difference between fact and opinion. Examine writing for specific bias or point-of-view. It is often interesting to discuss inflammatory language, stereotyping, and loaded words.

This is also a great Internet site for learners from other countries who wish to find information about their country of origin, be it local issues, weather, or results of sports events. The Internet Public Library features newspapers written in many languages.

This site is also a great source for topics/events that have a current or historical connection to a particular location. For example, when national media focused on the fortieth anniversary of the integration of Central High School in Little Rock, Arkansas, we checked the IPL website for a directory of newspapers in Arkansas. We then found a wealth of information, including primary sources and photographs from 1957, republished at the newspaper websites.

Resources:

Internet Public Library: <http://www.ipl.org/reading/news>
Take a look at the rest of the Internet Public Library while you're on the Internet:
<http://www.ipl.org>

"And the Winner Is...": Evaluating Movies

Skillbuilding: Acquiring information
Using thinking skills to analyze and evaluate information
Using technology
Critical reading

Objectives: given information about a movie, including factual descriptions, plot summaries, critical reviews, newspaper advertisements and producer websites, the learner will be able to:

1) write a brief plot summary;
2) identify the stated ideas and the implications in a critical review;
3) distinguish between fact and opinion;
4) evaluate information from several sources;
5) draw a conclusion.

Note to practitioners: this activity is most appropriate for those learners who are at the level of GED preparation in reading, because the suggested websites often have a great deal of text. This lesson directly relates to the Literature and the Arts section of the GED: twenty-five percent of the reading passages in that test are taken from commentary in current publications. Those selections might be from reviews of television shows, movies, music, books, or theatre. In dealing with such materials, the learner is asked to use critical thinking skills of inferential comprehension, analysis, and evaluation. This is often a very challenging demand on the learner. However, once these lessons were field-tested, it was discovered that learners of many reading levels were so interested in the subject matter that they were able to benefit from this lesson.

In looking at the suggested websites for this activity, be aware that many of the sites sponsored by production companies will contain audio and video clips. One needs "plug-ins" in order to gain access to these materials; sometimes the firewall of a local computer network system will prevent the use of these plug-ins. This can be a frustration. In addition, if the plug-ins work, a lot of time can be taken up in loading the information onto your server. In any case, the sites on these lists contain useful information, and can easily be viewed without the recommended plug-ins.

Description of Activity:

Learners will choose a movie to research. It is easier to research a movie that is relatively recent, but websites often contain information dating back many years. Learners may be assisted in their choice by newspaper pages of movie advertisements or by the current top box office movies. In searching for information, learners will look for basic factual information (date of production, running time, rating), plot summaries, critical reviews, and promotional materials developed by the film's producers. Learners write a brief plot summary, read and interpret at least two critical reviews of the movie, analyze newspaper advertisements (where available), evaluate producer-created promotional materials (where available) and determine suitability of the movie for viewing. Learners may communicate their decisions in a variety of ways: in writing, in an oral presentation to others, or in the form of creating new advertisements for the movie.

Resources:

"And, the Winner Is..Evaluating Movies; Handouts "And the Winner Is..Parts I and II"
Suggested Websites:
1) If learners are having trouble choosing a film, they might look in a current newspaper for a movie ad, and then see how the written reviews compare to the ad. They might also:
a)search for a movie by type, using
    the **Movie Snapshot**:<http://www.moviesnapshot.com/search.html>
b)or, they might choose a top movie at the moment.(this could lead to lessons on movie math):
    Box Office<http//cellini.leonardo.net/aasen/topbox.html>
c)or, the top grossing movies of the decade, as shown at
    Internet Movie Institute <http://www.dkdigital.com/>

2) Internet resource experts continuously recommend the **Internet Movie Database** as being the most comprehensive for information about movies. It is a great example of a specialized database. **Internet Movie Database** <http://us.imdb.com/search.html>

3) Here are two specialized databases for critical reviews. The researcher keys in the name of a movie, and gets a list of reviews from all sorts of sources. The list has live links to those reviews; this will save learners time and frustration as they choose two reviews to analyze.
Cinemachine: The Movie Review Search Engine <http://www.cinemachine.com/>
Movie Review Query Engine: <http://www.cinema.pgh.pa.us/movies/reviews>

4). Additional sites:

All-Movie Guide: <http://ALLMOVIE.com/amg/movie_Root.html>Good for plot summaries.

Film Scouts<http://www.filmscouts.com/>
This site has interesting graphics in the layout of the rooms of a movie theatre, but there is advertising of liquor imbedded in the site. That in itself can lead to an interesting discussion about boundaries between information and advertising, unexpected links within a site, and the general topic of evaluating information.

Mr. Cranky Rates the Movies <http://internet-plaza.net/zone/mrcranky/index.html>
This site is a welcome and refreshing alternative to the positive reviews and hype of other sites. Mr. Cranky rates movies from "almost tolerable"(a single bomb) to "awful"(several sticks of dynamite). Each review is accompanied by a link to a bulletin board featuring reader responses. So, be aware that this gets into the arena of trash talk on the Internet.

Box Office:<http://cellini.leonardo.net/aasen/topbox.html>
Weekly reports of gross sales, with information going back to June, 1995:

100 Top Films<http://www.web21.com/showbiz/>

5)URLs for movie studios, source of wonderful examples of biased promotional material to analyze:

Fine Line Features:<http://flf.com>
Gramercy Pictures:<http://www.leonardo.net/aasen/
MCA/Universal Cyberwalk:<http://www.mca.com/index.html>
MGM/UA:<www.mgmua.com/index.html>
Miramax Cafe:<http://www/miramax/com/>
New Line Cinima:<http://www.newline.com/>
October Films:<http://octoberfilms.com/>
Paramount:<http://www.paramount.com/motionpicture/homemp.html>
Sony Pictures:<http://www/spe.sony.com/Pictures/>
Twentieth Century Fox:<http://www.fox.com>
Walt Disney:<http://www.disney.com/>
Warner Brothers Online:<http://www.warnerbros.com/>

6) Movie magazines and fan pages can be searched via any Web search engine, and there are links to these sites from many of the sources already cited above.

7) If this activity is being used in the late winter, learners may want to consult this site for the latest information about the Academy Awards.

Academy of Motion Picture Arts and Sciences:<http://www.oscars.org/ampas/>

For even more fun, learners may want to visit the website of

The Golden Raspberry Award Foundation <http://www.razzies.com>.
This foundation gives special awards the day before the Oscars. Five nominees in eleven categories vie to get the award for being the worst...of the year. If winners want to claim the award, it is a "...gold-painted, golfball-sized plastic raspberry atop a super-eight reel of film".

As of this writing, it is possible to "vote" unofficially for both awards, courtesy of

The Internet Movie Institute:<http://www.dkdigital.com/Netties/>
Some interesting math can be done with the odds and statistics, which are updated daily in the weeks before the two award ceremonies!

"And the Winner Is...": Evaluating Movies

Have you ever wondered whether or not it is worth it to go to a movie or rent a video? Well, there are many Internet-based resources to help you decide if it is worth the bucks to see a movie. Follow these steps to evaluate a movie, and you'll also be using critical thinking and reading skills that are necessary to evaluate any sort of information.

1) Choose a movie to research. You may have one in mind already, or you may want to choose one from a current newspaper advertisement. You may also decide to search for one of a special type:

Movie Snapshot: <http://www.moviesnapshot.com/search.html>

Or, you may choose one of the current or all-time money makers:

Box Office: <http://cellini.leonardo.net/aasen/topbox.html>

or **Internet Movie Institute**:<http://www.dkdigital.com>

2) Research the following information, using
Internet Movie Database: <http://us.imdb.com/search.html>

Movie title:	Producer/Distributor:
Rating(G, PG, R, X):	Running Time:

3) Read a description of the plot of the movie. In your own words, write a brief (one or two paragraph) summary of this plot.

4) Read at least two critical reviews of this movie. This will be the most difficult part of this assignment, because authors of critical reviews do not always state their opinions clearly. You may search a list of reviews at two of the following sites:
Cinemachine: The Movie Review Search Engine <http://www.cinemachine.com/> or
Movie Review Query Engine: <http://www.cinema.pgh.pa.us/movies/reviews>

For each review, list the author of the article, the date of publication of the article, and then write a brief summary of the author's opinion of the movie. Does he/she recommend that people go to see the movie? On what basis is that judgment being made? In your opinion, does the author seem to have some reason to be believed? (Can you trust the author's judgment? Does the author use examples to support his/her point-of-view?)

5) Visit the website of the production company that made this movie. What do you learn about the movie? Does this promotional material accurately reflect what was said in the critical reviews? Does this site make you want to see the movie?

6) You may also want to look for information about this movie in an on-line movie magazine or at a fan magazine website. What do you learn at these sites? What is fact? What is opinion?

7) It may be interesting to follow the "success" (in terms of gross sales) of the movie you have chosen. There are several sites with this information, as shown in #1 above. You might wish to make a graph of this movie's sale, week by week.

8) Decide whether or not you would pay to see this movie (or if you would only see if it someone paid you to do so!) Plan to present your decision to others. In telling others about your decision, you might want to do one of the following:

*create advertisements, with words and pictures, in which you encourage or warn people about this movie;
*write your own review of the movie;
*give an oral presentation in which you explain the way you arrived at your decision;
*compare the existing newspaper advertisement with your own research;
*make graphs or charts of the movie's sales. (see #7 above)

9) If you decide to do research on a film your kids want to see, but you are not sure, there is one additional website you might want to visit:

Entertainment Weekly Parents' Guide:
<http://pathfinder.com/ew/kids>

"And the Winner Is..." Part I.

Have you ever had a hard time deciding if it would be worth it to rent a particular video or go to see a movie? Have you wondered if the movie your kids really want to see is suitable for them? Well, there are many sites on the Internet that will help you to decide about spending money on admission to a movie or on video rental.

First, choose a movie:

Title:

Producer/Distributor:

Running Time:

Rating (G, PG, R, X):

Date:

Genre: (romance, comedy, mystery, adventure, drama, etc.)

Second, find out what the movie is about. Summarize the plot in your own words:

"And the Winner Is..." Part II.

In Part I of this project, you chose a movie to investigate. Now, read at least two critical reviews about this movie. You will be given some Internet websites to use as a place to find reviews. Describe what each reviewer had to say about the film.

Movie Title:

Critical Review #1

Name of critic/reviewer:

Name of magazine, newspaper or website where review appeared:

Date of review:

Rating given by reviewer, if available:

Write a paragraph in which you summarize the opinion of the reviewer about this movie. Did the reviewer like the movie? Did the reviewer think some things were good about it and other things were not? Would you go to see this movie, based on what the writer had to say about it?

Critical Review #2

Name of critic/reviewer:

Name of magazine, newspaper or website where review appeared:

Date of review:

Rating given by reviewer, if available:

Write a paragraph in which you summarize the opinion of the reviewer about this movie. Did the reviewer like the movie? Did the reviewer think some things were good about it and other things were not? Would you go to see this movie, based on what the writer had to say about it?

Catching Your Stride

When one runs a marathon, there is a point when the runner develops an efficient stride. When an Internet user has learned how to successfully search for information on the web, that user has reached his or her stride. These activities are designed to aid you to become comfortable and efficient in using the Internet to find information on a variety of topics.

It is important to be able to evaluate the information one finds on the Web. For that reason, it is recommended that you go through the evaluation activities in Is It Fool's Gold or the Real Thing? (in the Starting Block section) before beginning this section on searching.

Searching for Information on the Web: Venn Diagrams, George Boole, and Health!

Searching for Information on the Web: Venn Diagrams, George Boole, and Health!

It is often confusing to begin a search for information on the Web. The amount of material available is overwhelming. Also, there is no true system of quality control. This section is designed to help you

*sort out the differences between subject directories, search engines, and specialized databases;

*find ways to apply symbolic logic and math to a search for information;

*practice information searching by looking at health issues;

*find excellent tutorials and other resources for becoming an efficient information-gatherer.

If you haven't already done so, practice evaluating information by doing the suggested activities in Is It Fool's Gold or the Real Thing? in the Starting Block section of this project. Also, Activity Sheets I and II are the same in all three of these exercises.

1. Venn Diagrams/Sorting Circles and George Boole!

Lesson Guide
Background Information
Activity Sheet I
Activity Sheet II

2. How to Find A Needle in a Haystack: Looking for Information on the Internet

Lesson Guide
Activity: How to Find a Needle in a Haystack
Activity Sheet I
Activity Sheet II
Background Information: List of recommended search tutorials

3. Health Information/How to Find Out What to Do

Lesson Guide
Health Scenarios
Activity Sheet I
Activity Sheet II

Venn Diagrams/Sorting Circles and George Boole!

Skillbuilding: Learning to learn--sorting and classifying
Using reference materials
Using technology
Problem-solving
Teamwork

Objectives: given a series of exercises, learners will be able to

1) recognize the characteristics of objects or abstract ideas.
2) use logical reasoning to sort and classify objects according to properties.
3) use Venn diagrams/sorting circles to depict this classification and organize information.
4) use Boolean logic to make a search for information more specific.

Description of Activity:

The introduction of Venn diagrams, or sorting circles, is an excellent way to begin this section on classification. There are two excellent sources for exercises using Venn diagrams for logical reasoning and sorting or classifying: *Spaces* and *Get It Together* (see below for complete citation). *Spaces* has a chapter on "sorting circles", with a series of four worksheets. These are designed to be used with individuals or pairs. *Get It Together* has a series of activities in which small groups of learners work together to solve problems. The section on Venn diagrams asks students to classify objects by characteristics or properties. Both books rely on symbolic logic without actually using that term.

After introducing learners to the idea of classification with these activities, have students apply these techniques to an Internet-based search for more information. This search will use both subject directories and search engines in the process of finding information. The next two sections provide suggestions for search activities. See "How to Find a Needle in a Haystack: Looking for Information on the Internet', and "Health Information/How to Find Out What to Do".

Resources:

Erickson, Tim: *Get It Together--Math Problems for Groups.* Berkeley: Equals-Lawrence Hall of Science, 1989. ISBN 0-912511-53-2

Fraser, Sherry. *Spaces—Solving problems of Access to Careers in Engineering and Science.* Palo Alto: Dale Seymour Publications, 1982. ISBN: 0-86651-147-4

Handouts:
Background Information: So, who was George Boole and why is he famous?
Activity Sheet I: So, What's Your Search Path? Plan your strategy
Activity Sheet II: So, What Did You Find? Search results

So, who was George Boole and why is he famous?

According to historians, George Boole

a. (1930-1994) was a linebacker for the Green Bay Packers, known for perfecting the play called "the Boolean Blitz".

b. (1740-1798) was an American revolutionary, signer of the Declaration of Independence and the Constitution, and known for the "Boolean Compromise" of 1783.

c. (1815-1864) was an English mathematician known for his work with symbolic logic, now called "Boolean Logic".

d. (1624-1691) was an Anglo-Irish chemist known for experiments on the properties of gases, leading to the development of "Boole's Law of Gas Exchange".

e. (1738-1790) was an English explorer, known for the discovery of Boolean Bay, on the southeastern coast of Australia.

f. (1868-1935) was an American businessman, best known as the developer of the first canned condensed soup, "Chicken Boolean".

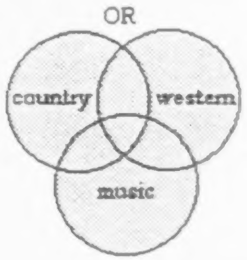
And the answer is-----

Yes, George Boole (1815-1864) was an English mathematician who helped establish a field of mathematical study called symbolic logic. This system, known as Boolean logic, is basic to the design of digital computer circuits. It also is the basis for computer database searches. Bacause many Internet search engines are based on Boolean logic, so it is important to understand how this system works.

Boolean logic uses words called "operators" . There are three main "operators": the words **AND, OR**, and **NOT**. If you are using an Internet search engine that allows the use of these words, you will be able to make your search for information more specific to what you need.

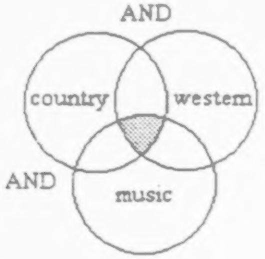
Let's see how the use of these words can help you get the specific information you want. Perhaps you are interested in finding some information on country western music.

Using the word "OR" makes your search results very broad:



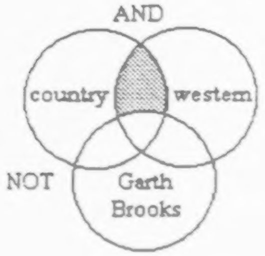
western movies
western dude ranches
country cooking
country theme decorating
rock & roll music

Using the word "AND" actually narrows the search results:



the sound you are looking for!

Using the word "NOT" also limits the amount of information you will get in your search:



Patsy Cline
Hank Williams
Tammy Wynette and so forth

If you are researching this topic, you may find the Uniform Resource Locator (URL) for many country/western music attractions in Nashville <http://www.nashville-collection.com>

On the other hand, you could go to the Rock and Roll Hall of Fame, instead!
<http://www.rockhall.com>

So, What's Your Search Path? Plan your strategy!

As you start a search for information on the Internet, it is a good idea to have a "map" of the path you are going to take as you leave home! After all, the Internet is called the "information superhighway", and it is easy to get lost on it! Fill in this form before you start.

1. The situation: what do you want to know? (Example: I want to know where I can see the comet that is supposed to be visible in the sky this month sometime)

2. The question: what specific question will you ask? (Example: where and when can I see the comet?)

3) The subject/ideas: what subjects and ideas can you identify? (Example: astronomy, comets, stars, current events, science)

4) The words: what words can be used in the search? (Example: comet, sky, February, March, stars, astronomy, space, NASA, science, nighttime)

5) The diagram: can you draw a Venn diagram to help you? Can you use the Boolean words **AND, OR** and **NOT** to make the search more specific? (Use the back side of the paper to do this.)

So, What Did You Find? Search Results

After you have planned a search for information, try several steps. As you take these steps, write down what happens.

1. Write a brief description of the situation. What is the question you are trying to answer.

2. Use a subject guide (also called a subject directory or subject index) to find information on this topic. List the sites you visited. Give a brief description of what you found.

3. Use at least two search engines (also called keyword searching tools) to look for information. List the words you used to direct the engines in their searches. Give a brief description of what you found.

4. Evaluate the information you found. How accurate is it? How current is the information? Could you easily find out who the Web site authors and sponsors are? Do they have a bias or a particular point of view?

5. Evaluate the search process. How easy was it to find the information? Were you led to information that was not connected to your topic?

6. Considering the information you have found, develop an answer to your original question, a plan of action, and/or a recommendation.

How to Find a Needle in a Haystack: Looking for Information on the Internet

Skillbuilding: Learning to learn
Using reference materials
Using technology
Reading and writing
Problem-solving

Objectives: given a series of exercises, learners will be able to:

1. use Internet-based subject directories, guides, and indices to find information;
2. use Internet-based search engines to conduct keyword searches for information;
3. use Internet-based specialized databases with search features, where appropriate;
4. use Boolean logic to make a search more specific.

Description of Activity:

The search for information on the Web can be a frustrating experience without some guidelines and targeted activities. In this activity, learners will read background information about subject directories, search engines, and specialized databases. There are many web sites that teach Internet search techniques, so learners might be directed to some of the ones suggested here.

The search process will be less frustrating if the learner is familiar with the icons and features usually found on a website. Also, many websites have specialized databases and information search processes within the site. For practice in these areas, see "Navigating Around a Webpage".

It is important to any search that the learner be able to evaluate information found on the Web. For activities on evaluation, see Is It Fools' Gold or the Real Thing? Ways to Evaluate Information on the Web.

Resources:

How to Find a Needle in a Haystack/Looking for Information on the Internet.
Tutorials and Resources for Web Search Techniques: highly recommended sites!
Activity I: So, What's Your Search Path? Plan your strategy!
Activity II: So, What Did You Find? Search results

Tutorials and Resources for Web Search Techniques: highly recommended sites!

"A Modular Approach to Teaching the World Wide Web": This tutorial contains a pyramid of eight teaching modules with information, handouts, and exercises. The authors, Mike Powell, Marsha Tate, and Jan Alexander, are reference librarians from Wolfgram Memorial Library, Widener University.
<http://www.science.widener.edu/~withers/pyramid.htm>

"Finding Information on the Internet-A Tutorial": from the University of California, Berkeley Library Web.
<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html>

The Library of Congress has some excellent information:

"Explore the Internet":
<http://lcweb.loc.gov/global/explore.html>

"Internet Guides, Tutorials, and Training Information":
<http://lcweb.loc.gov/global/internet/training.html>

The Computer Sciences Department at the University of Wisconsin-Madison, has a great site that is sponsored by the National Science Foundation and the InterNIC. Look at

Scout Toolkit-Surf Smarter: "Searching the Internet".
<http://www.scout.cs.wisc.edu/scout/toolkit/searching/index.html>

The Computer Network (CNET) has three excellent articles/tutorials:

"Can You Trust Your Search Engine?", six segments by Susan Stellin--look at her great exercise in doing a comparison search using a variety of search engines. Fascinating!
<http://www.cnet.com/Content/Features/Dlife/Search/>

"Search the Net in Style": Eight tips by Elizabeth P. Crowe
<http://www.cnet.com/Resources/Tech/Advisers/Search/>

"Search Engines-Where to find Anything on the Net", by Andrew J. Leonard
<http://www.cnet.com/Content/Reviews/Compare/Search/index.html

The On-Line Writing Lab (OWL) of Purdue University features "Internet Search Tools", with links to "Searching the World Wide Web" and "Starting Points for Internet Research".
<http://owl.english.purdue.edu/netsearch/introduction.html>

The Public Broadcasting System offers two sources of great information:

"Subject Indicies and Search Tools" from A Beginners' Guide to Understanding and Using the Internet: <http://www.pbs.org/uti/guide/itools.html>

Teacher Connex' Internet Teacher Tutorial, a series of lessons: <http://www.pbs.org/learn/tconnex/ittintro.html>

The Spider's Apprentice-How to Use Web Search Engines: This site offers six "pages" of tips. <http://www.monash.com/spidap.html>

Learn the Net: This excellent introductory tutorial now is designed with frames, so one must click on "World Wide Web" and then "Searching the Web" for its information on searching. This tutorial is offered in a choice of four languages. <http://www.learnthenet.com/>

Classroom Connect-"Hints and Tips for Searching the Internet": <http://www.classroom.net/classroom/searchingfaq.html>

Here are two annotated lists of search engines and directories, with direct links to them.

Internet Public Library's Web Searching: <http://www.ipl.org/ref/websearching.html>

The Search Engines Guide-The Major Search Engines: <http://searchenginewatch.com/major.htm>

How to Find a Needle in a Haystack: Looking for Information on the Internet:

The Internet is a wonderful educational source, if one knows how to

- look for information in many ways and
- evaluate the information to see if it is worthwhile.

When looking for information on the Internet, it is good to have a search strategy.

- Decide the question you want to answer or the topic you want to find.
- Identify important concepts and subjects related to your topic.
- Decide on words to use in the search for information.
- Think about Boolean logic patterns in order to make the search narrower.
- If you have a general topic, start with a subject directory like Yahoo.
- If you have a very specific topic, start with a keyword search engine.
- Try using a targeted database if you have a certain area of interest.

Once you begin, you may decide to start with either a subject directory or a search engine. (Now there are also some combination search engines and directories.)

Subject Directories (also called Subject Guides and Subject Indices)

These are similar to catalogue systems you would find in a library. The information is presented in several broad, general topics or headings. There are more specific categories under each of these headings. Directories are attempts to organize Internet sites into hierarchies or trees.

Here is a useful activity to try if you are learning how to search. Look at Yahoo (one of the most popular subject directories) and its fourteen headings. Generate a list of topics; choose under which heading in Yahoo these topics could be found. Some examples of topics could be software, astronomy, photography, movies, sports, or religion.

A short list of great subject directories:

Yahoo <http://www.yahoo.com>

Internet Public Library Ready Reference Collection:
<http://www.ipl.org/ref/RR>
Magellan: <http://www.mckinley.com/>
Scott Yanoff's Internet Services List: (this list was last updated 10/18/96)
<http://www.spectracom.com/islist/>
WWW Virtual Library: <http://vlib.stanford.edu/Overview.html>

Search Engines (also known as keyword search engines, spiders, crawlers)

These are designed to allow you to enter keywords into the search process. These words are matched to a database that has been created automatically by computer robots. The keywords may appear in the title of an article, somewhere in the body of an article, or on the homepage of a Web site. You will get a listing of all sites that include words you enter in the search. (This is where Boolean logic helps!) Each search engine operates with different rules; it is important to consult the "help" section of the search engines you choose to use.

Here is an activity to try with search engines. Look up something like San Francisco cable cars, turkey, acid rain, or any topic that might draw a large number of responses. Then, narrow your search with Boolean logic and search engine rules of operation. Keep track of the number of responses (the numbers can be in the thousands, at first) as you try to refine your search.

A short list of great search engines:

Alta Vista: <http://altavista.digital.com>
Excite: <http://www.excite.com>
Infoseek: <http://guide.infoseek.com>
Lycos: <http://www.lycos.com>
Webcrawler: <http;//www.webcrawler.com>

Specialized search databases

There are specialized databases that make it very easy to go to an area of interest. For example, try to find information on the movie "The Shaggy Dog" by using a search engine. Then, visit the Internet Movie Database to look for the same movie.

<http://us.imdb.com/search.html>

A short list of general guides to special databases:

Argus Clearinghouse: <http://www.clearinghouse.net>

Search Engine Watch: <http://searchenginewatch.com/speciality.htm>

Specialized Directories:
<http://www.scout.cs.wisc.edu/scout/toolkit/searching/specdirect.html>

For more tips and techniques about searching for information on the Web, read "Tutorials and Resources for Web Search Techniques: highly recommended sites!".

So, What's Your Search Path? Plan your strategy!

As you start a search for information on the Internet, it is a good idea to have a "map" of the path you are going to take as you leave home! After all, the Internet is called the "information superhighway", and it is easy to get lost on it! Fill in this form before you start.

1. The situation: what do you want to know? (Example: I want to know where I can see the comet that is supposed to be visible in the sky this month sometime)

2. The question: what specific question will you ask? (Example: where and when can I see the comet?)

3) The subject/ideas: what subjects and ideas can you identify? (Example: astronomy, comets, stars, current events, science)

4) The words: what words can be used in the search? (Example: comet, sky, February, March, stars, astronomy, space, NASA, science, nighttime)

5) The diagram: can you draw a Venn diagram to help you? Can you use the Boolean words **AND, OR** and **NOT** to make the search more specific? (Use the back side of the paper to do this.)

So, What Did You Find? Search Results

After you have planned a search for information, try several steps. As you take these steps, write down what happens.

1. Write a brief description of the situation. What is the question you are trying to answer.

2. Use a subject guide (also called a subject directory or subject index) to find information on this topic. List the sites you visited. Give a brief description of what you found.

3. Use at least two search engines (also called keyword searching tools) to look for information. List the words you used to direct the engines in their searches. Give a brief description of what you found.

4. Evaluate the information you found. How accurate is it? How current is the information? Could you easily find out who the Web site authors and sponsors are? Do they have a bias or a particular point of view?

5. Evaluate the search process. How easy was it to find the information? Were you led to information that was not connected to your topic?

6. Considering the information you have found, develop an answer to your original question, a plan of action, and/or a recommendation.

Health Information/ How to Find Out What to Do

Skillbuilding: Learning to learn
Using Internet-based resources
Using reference materials
Communication - reading and writing
Problem-solving

Objectives: given a situation involving questions of health and prevention of disease, the learner will be able to:

1) establish an Internet connection with another server;
2) develop questions to be used in a search strategy;
3) use search directories and search engines to find information about the situation;
4) develop a plan of action/recommendation based on this information;
5) write a short description of this recommendation;
6) describe the techniques used in finding information.

Description of Activity:

Learners will be given scenarios of health situations; these scenarios require information-gathering and decision-making. (It may be more appropriate for learners to develop their own health scenarios for investigation.) The learners will develop a search strategy and then will use Internet directories and search engines to find information. After the learner has amassed information on the subject, he/she will develop a plan of action and write a short description of this plan. The learner will also write a short description of the techniques used to find information and the evaluation of that information.

Resources:

List of health/disease prevention scenarios
Assignment Sheets: "What's Your Search Path" and "What Did You Find?"

Some suggested URLs:

Internet Public Library: <http://www.ipl.org/ref/RR/HEA/>

American Medical Association: <http://www.ama-assn.org>

AMA Health Insight: On-Line Health Information for Everyone: Includes special sections on Kid's Health, Women's Health, and Adolescent Health: <http://www.ama-assn.org/insight.insight.htm>

AMA Links to Other Medical Sites: this site includes good information on evaluating the quality of medical information on the Internet: <http://www.ama-assn.org/med_link/med_link.html>

Breast Cancer Answers from the University of Wisconsin-Madison: <http://www.biostat.wisc.edu/bca/bca.html>

Centers for Disease Control and Prevention: Diseases, Health Risks, Prevention Guidelines and Strategies. <http://www.cdc.gov/diseases/diseases.html>

The Health Library-When You Want to Know More-A Community Service of Stanford University Hospital: <http://www-med.stanford.edu/healthlib/>

Internet Health Guide from the University of Wisconsin-Madison Public Health Information Resource: <http://www.biostat.wisc.edu/infolink/ihg/ihg.html.

My Virtual Encyclopedia, Health and Nutrition: <http://www.refdesk.com/health.html>

National Center for Health Statistics Homepage: Monitoring the Nation's Health. <http://www.cdc.gov/nchswww/nchshome.htm>

Patient Advocacy Numbers: this site, from The Johns Hopkins Medical Institutions, has an extensive list of advocacy groups and other medical links on a variety of topics. <http://infonet.welch.jhu.edu/advocacy.html>

Philadelphia Inquirer Health and Science-in connection with the Franklin Institute. Look there also for the great Franklin Instutute site, The On-Line Heart. <http://sln.fi.edu/inquirer/inquirer.html>

Plain Facts on Health (written in "easy English") Ottawa, Canada, Centretown Community Health Centre: <http://infoweb.magi.com/~mkelly/every2weeks.html>

Stanford HealthLink, Stanford University Medical Center News Bureau: <http://healthlink.stanford.edu/>

Health Scenarios

1. My fourteen-year-old daughter has decided she is a vegetarian. She is healthy and she is quite active as a soccer player. I am concerned that she will not get the necessary protein and other important elements in her diet, especially when her body is still developing.

2. My two-year-old daughter has had chronic ear infections. Her physician wants to put small tubes into her ears. Why is this necessary, and how will it help? Should I allow this to be done?

3. My physician tells me that I may be a borderline diabetic. She says that I may be able to control my disease by diet. How can I do that, and what should I do? I am also concerned about my son--I wonder if he is developing diabetes, and he is only eight years old.

4. My twenty-one-year-old son has developed problems with getting enough sleep. He may have sleep deprivation or sleep apnea. How are these conditions treated?

5. Many of my relatives have had heart disease. What can I do to lead a healthy life and avoid heart trouble?

6. My husband smokes and I do not. He says he will promise to quit smoking if I can find evidence that smoking is bad for a person's health.

7. I work outside every day. Now, it looks as I might have a kind of skin cancer. How can I find out more about this? What can I do to protect myself from skin cancer?

8. People in my family have had a history of high blood pressure. How can I find out about that? What can I do to make sure I do not develop this condition?

So, What's Your Search Path? Plan your strategy!

As you start a search for information on the Internet, it is a good idea to have a "map" of the path you are going to take as you leave home! After all, the Internet is called the "information superhighway", and it is easy to get lost on it! Fill in this form before you start.

1. The situation: what do you want to know? (Example: I want to know where I can see the comet that is supposed to be visible in the sky this month sometime)

2. The question: what specific question will you ask? (Example: where and when can I see the comet?)

3) The subject/ideas: what subjects and ideas can you identify? (Example: astronomy, comets, stars, current events, science)

4) The words: what words can be used in the search? (Example: comet, sky, February, March, stars, astronomy, space, NASA, science, nighttime)

5) The diagram: can you draw a Venn diagram to help you? Can you use the Boolean words **AND, OR** and **NOT** to make the search more specific? (Use the back side of the paper to do this.)

Created by Susan Cowles, NIFL Literacy Leader Fellowship Project, 1996-1997

So, What Did You Find? Search Results

After you have planned a search for information, try several steps. As you take these steps, write down what happens.

1. Write a brief description of the situation. What is the question you are trying to answer.

2. Use a subject guide (also called a subject directory or subject index) to find information on this topic. List the sites you visited. Give a brief description of what you found.

3. Use at least two search engines (also called keyword searching tools) to look for information. List the words you used to direct the engines in their searches. Give a brief description of what you found.

4. Evaluate the information you found. How accurate is it? How current is the information? Could you easily find out who the Web site authors and sponsors are? Do they have a bias or a particular point of view?

5. Evaluate the search process. How easy was it to find the information? Were you led to information that was not connected to your topic?

6. Considering the information you have found, develop an answer to your original question, a plan of action, and/or a recommendation.

The Press Conference

Most events have commentary from the press. This usually includes a description of events, opinion, analysis, and statements from event participants. This section is no exception. Here you will find lessons learned, guidelines for project implementation, and resources for staff development. The appendix contains forms, agendas, and other information.

Guidelines for project implementation

Lessons learned: implications for teaching and learning
Project-based learning and other on-line teaching resources
Guidelines for lessons/activities using Internet-based resources
Electronic Mailing Lists and Conferences
Treasure Hunt #1

Tutorials, guides, and resources for staff development

Tutorials/Guides for learning about the Internet
Tutorials/Resources for web search techniques
Resources for literacy programs and issues

Appendix

1. Agendas for Oregon Team Meetings
    - January 11, 1997
    - February 22, 1997
    - May 3, 1997
2. Evaluation questions for team meetings
    - January 11, 1997
    - February 22, 1997
    - May 3, 1997
3. Expectations for team participants
4. Math keypal introductory letter
5. Sample forms
    - Lesson evaluation
    - Internet site evaluation
    - Learner needs assessment
    - Instructor needs assessment

Lessons learned: implications for teaching and learning.

The use of Internet-based resources allows classroom walls to disappear and let in the "real world". This is so important, I believe, because

*a skill is learned best when imbedded in content, especially when the content is of interest to the learner, and

*learning occurs when it is active, not passive--when the activity encourages challenges and interaction with others, not isolated paper/pencil drill.

Even the very best instructor will not have at her disposal all the information, resources, current issues, data, and challenges that are available on the World Wide Web. Electronic mail and conferences allow for communication with people around the world. Real-world situations can involve math, critical-thinking, and general problem-solving. In all these ways, the learner who uses Internet-based resources is preparing herself for the future, and for her roles as worker, parent/family member, and citizen and member of the community.

During this project, the Oregon NIFLNET team has learned many things about teaching and learning. One of the most important things we learned was to get involved with the technology right away--don't even wait until the best resources are available to you. It is possible to do a lot with one connection to the Internet. It is also possible to rely upon free Internet connections in local libraries and computer labs. Here are some other conclusions we reached:

Learning Environment:

*Internet-based technology is so new to many of us that we find ourselves on a continuum with learners, everyone learning together.

*Multi-level and multi-generational classes benefit from using Internet-based resources in the class--younger students often help older ones. In situations where young male students have been disruptive, they become more task-oriented and productive when given the opportunity to use technology and assist others in their learning.

Teaching tips:

*Start with specific activities or lessons, NOT lessons in general searching for information.

*A good introductory lesson integrates a demonstration of the parts of a webpages and allows for exploration within one website.

*Internet-based resources are very helpful in seizing the "teachable moment": it is possible to find current information about a variety of events and topics that arise in discussion or from the news. Recent examples include the history of events leading to the integration of Central High School, Little Rock , Arkansas, the meaning of Memorial Day, and the rowing race across the Atlantic Ocean.

*In using the Internet, it is possible to participate in activities that combine math, science, writing and critical reading skills.

*It is important to have specific, guided lessons for people new to the Internet, rather than starting with wide-ranging research. It is easier to be successful and less frustrated with limited tasks.

*It is important to provide paper, or hard copy, for instructors and learners who are using the Internet for an assignment. This paper will provide a bridge to the technology, and will be very useful in many settings where the learner has to work independently in a library or computer lab.

Learning how to Search for information on the Web:

* Teach techniques in evaluating information before teaching about the information search process. One needs to be able to separate the junk from the gems.

*Start search technique teaching with specialized databases, rather than a general search for information.

* Show differences between subject directories and search engines/spiders and when it is more appropriate to use one device rather than another. Apply the use of hierarchies and categories to subject directories.

Project-based learning and other on-line teaching resources

As we've seen, Internet-based resources can be used in a variety of ways:
as tools to communicate (e-mail, listservs);
as sources of reference or information;
as active, integrated on-line learning experiences (electronic field trips).

There are many other exciting ways in which the resources of the Internet can be incorporated into projects. These integrated activities are known by many names: webquests, problem-based learning, and project-based learning, to name a few. These can be constructed by learners, instructors, and large education agencies. They can be limited or broad in scope. For some definitions and examples of the use of the Internet in teaching applications, look at:

A Brief Definition of Applications from Blue Web'n
<http://www.kn.pacbell.com/wired/bluewebn/apptypes.html>

Problem-based/Project-based learning activities using the Internet:

To use the Internet to its fullest potential in integrated instruction, many lessons have been developed that rely upon project-based learning/problem-based learning. This allows for the integration of many skills (critical reading, math, writing) into the context of real-life situations. Sound familiar? There are several ways to find such projects on the Web. Let's take a look at two examples, and then search a website for another.

1. For an outstanding example of problem-based learning, please look at NASA's Classroom of the Future site, **Exploring the Environment.** **<http://www.cotf.edu/ETE/>** This site uses remote sensing data to assist learners as they deal with environmental issues. You may wish to look at one of the two weather issues to begin--"Weather or Not? You can reach this module from the ETE page, or go to **<http://www.cotf.edu/ETE/scen/weather/weather2.html>**

2. A second site is an "Internet-based learning adventure" that also uses real data. Please evaluate "Journey North: Engaging Students in a Global Study of Wildlife Migration". Choose one animal to investigate. **<http://www.learner.org/jnorth/ >**

3. Now, please find another application of Internet-based resources, keeping in mind the responses we received from the needs assessment of staff and learners in our programs. Use the applications table at this site to find an appropriate Internet-based learning activity. Plan to share that information with the rest of us.

Blue Web'n Learning Applications: A Library of Internet-based Instruction
<http://www.kn.pacbell.com/wired/bluewebn>

On-line Resource for Teachers:

There are many other sites with lists of resources for teachers. Almost all of these are considered to be references for the K-12 educational community. Please evaluate one of these sites. Check out lessons/activities in math, writing/language, and at least one other of the following: science, social studies, literature. As you do so, keep in mind some of these questions:

> Does the site have a subject index?
> Is there a rating system or some annotation of the recommended resources?
> Does the site have a search feature?
> How applicable to adult literacy programs are the lessons/activities/projects?
> How easy is it to navigate around the website?

1. On-Line Educator <http://ole.net/ole>

2. Teachers@Work site: Over 1,000 Internet sites reviewed by educators in New Zealand. Don't be alarmed by the age listed--this is for form, not years of age or grade level. <http://teachers.work.co.nz/>

3. Kathy Schrock's Guide for Educators: <http://www.capecod.net/schrockguide/>

4. Busy Teachers Website: <http://www.ceismc.gatech.edu/BusyT/>

5. Community Learning Network--Network Nuggets:
<http://www.etc.bc.ca/lists/nuggets/home.html>

6. Library in the Sky for Teachers:
<http://www.nwrel.org/sky/Classroom>
or <http://www.nwrel.org/sky/Library>

7. Heritage OnLine:
<http://www.hol.edu/main/resource.htm>

8. Study Web "...over 15,000 research-quality links, categorized and reviewed"
<htp://www.the-acr.com/studyweb/studyweb.htm>

9. Rivendell Educational Archive: <http://www/watson.org/rivendell/index.shtml>

Specific Subject Guides:

1. Purdue On-Line Writing Lab (OWL): <http://owl.english.purdue.edu/>
2. National Geographic Society-Geography Education Program:
   <http://www.nationalgeographic.com/ngs/geo_ed/geoed9.html>
3. The Math Forum: <http://forum.swarthmore.edu/>
4. History/Social Studies Web Site for K-12 Teachers:
   <http://www.execpc.com/~dboals/boals.html>

Guidelines for lessons/activities using Internet-based resources:

- Review your site's Acceptable Use Policies for computer/Internet use (or develop your own), and post these by your computers. Review these guidelines with learners.

- Organize lessons beforehand and have a lesson guide available (on paper) for learners to follow. It is important for people new to the Internet to have a paper copy of directions and assignments to take with them to the computer. This increases the comfort level of the new user.

- Try the lesson/activity first to see the potential roadblocks as well as the possibilities for amplification.

- Always have lessons/activities with a definite purpose or goal. Otherwise, class time may be wasted cruising the information superhighway without a plan.

- Have learners work in pairs whenever possible. The Internet provides the opportunity for a lot of interactive lessons, so having two people working on the lesson extends the communication and interaction.

Some of these suggestions are modifications of those presented by Dr. Elaine G. Cotton in her tutorials presented to meetings of the International Reading Association. The complete guides by Dr. Cotton can be found at <http://www.csuchico.edu/educ/ira.intro.html> Dr. Cotton is talking primarily to librarians and teachers in the K-12 system. However, what she has to say is also applicable to teachers and learners everywhere:

Dr. Cotton explains, "The Internet is here..it is a wonderful teaching tool..and all we as teachers have to do is master the technology and go for it. This can be scary, especially if you are not used to working with computers and not having full control of your lessons. When you get your students on the Internet, you are changing your role of teacher to that of guide and explainer. You will need to know even more to do the job well, as your students will travel realms of information that might not be part of your typical curriculum. This in turn should excite you more about the job, as your teaching is now more dynamic than it was in the past."
"What's It All About, Anyway" <http://www.csuchico.edu/educ/about.html>

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Electronic Mailing Lists and Conferences: how to receive many e-mail messages every day:

All one needs is an e-mail account in order to receive lots of electronic messages. Then, by subscribing to mailing lists, many messages will be sent to the subscriber. These mailing lists are often called "listservs", because Listserv is one of the original computer software programs that administers such lists; other mailing list administrative programs include Majordomo and Listproc. The terms "mailing lists or listservs refer to an e-mail based mailing list for people who share similar interests. The administrative computer program automatically distributes an e-mail messages to subscribers when the messages are written by an authorized source (the list moderator or subscribed members), and the messages go to all those who have subscribed to that list. This has been called a "mail explosion", because a single message "posted" (net language for "sent") to a list will be reproduced by the listserv in multiple copies and almost instantaneously sent to every list member.

When you subscribe to an electronic mailing list, the moderator will automatically send you basic information about the group, including how to post messages (if appropriate) and how to unsubscribe. It is a good idea to save that message for future reference. Be sure to subscribe to a mailing list or discussion group from the same e-mail address you plan to use for receiving and posting messages, or your messages will be refused.

There are two general types of lists:

Distribution lists
Discussion lists

Distribution lists are one-way communication lists. Once you subscribe to this type of list, you will receive messages, mailings, or project updates from the list moderator or list "owner". You may write to the moderator at his or her own e-mail address, but your message will not automatically be sent to all subscribers by a listserv administrative computer. It is often possible to look at back issues or message archives in order to find information that was sent before you subscribed to the list.

Here are some good examples of distribution lists:

Blue Web'n Learning Applications: a library of Internet-based instruction. A subscription to this mailing list will give you reviews of good educational web sites. Many sites suggestions are designed for children, so this is an excellent resource for parents who want guidance about their children's use of the Internet. The website explains the rating system and the definitions of the educational applications.
<http://www.kn.pacbell.com/wired/bluewebn>

The Math Forum Internet News provides a weekly newsletter sent out by the great math folks at The Math Forum, Swarthmore College. Each newsletter describes useful math-related Internet sites. You can also review back issues of the newsletter here. For subscription information, contact <http://forum.swarthmore.edu/electronic.newsletter/>

NASA's Quest Project-The Internet in the Classroom. This agency hosts a variety of electronic field trips and on-line projects. It is possible for instructors and other interested people to subscribe to the project updates, so that users are notified of videoconferences, changes in broadcast dates, and other important information. These distribution lists are usually of short duration, giving the subscriber almost daily updates of the electronic field trip while it is in progress. More information can be found at the NASA Quest homepage: <http://quest.arc.nasa.gov/> There have been electronic distribution updates for the field trips, Live from Antarctica 2 and Live from Mars.

Thought for the Day is a distribution list of wonderful (so far) thoughts for the day from a variety of sources. To subscribe, send an e-mail message to <listserv@listserv.tamu.edu> Leave the subject line blank, and in the body of the message type: SUBSCRIBE TFTD-L yourfirstname yourlastname
There are many "word-of the-day" and "slogan-of-the-day" sites that automatically pop up in one's electronic mailbox once you've subscribed.

Discussion Lists are two-way (actually, multi-way) conversations between subscribers. If you subscribe to a discussion list, you can then send a message to the list's address, where the administrative computer will copy it and send it out to everyone on the list. Unlike the distribution-only lists, subscribers can respond to messages they receive. This often leads to an on-going discussion, or "thread" about a particular topic. If a subscriber decides to send a message to the list in general, the message will be copied and sent to all list subscribers. The subscriber may choose instead to respond to a particular message by sending his or her own comments to the individual who sent a specific message. Then the mail is sent only to that person. If the responder just hits the "reply" button, the response will go to the whole list, not the individual writer. ***Be careful about this!!! It can be very embarrassing to see a message you intended for one person sent instead to what seems to be the whole world!***

The beauty of discussion lists is that a subscriber can have an open discussion with dozens or hundreds of people on a somewhat focused topic. And, this all takes place via e-mail: subscribers can read and respond to messages at a convenient time. The actual time of day or night does not matter. ***Note:*** many new subscribers to lists will "lurk" for awhile--that is, they will read all the messages without responding. This is actually a good thing to do when first joining a list, because the new subscriber can be accustomed to the courtesies, topics, and procedures of the list.

Some discussion lists are moderated by a human and others are not. Most lists allow open posting of messages without screening, even when the list is moderated. Most moderators are there to maintain the list civility and keep it on topic and on track with its mission. Other moderators may edit messages or combine related postings. Most moderators try to keep the "thread", or discussion topic, alive and interesting.

Here are some good examples of discussion lists:

The Adult Numeracy Practitioners Network has on-going discussions about the teaching and learning of mathematics and about the math reform movement. Subscribing members of the list often are instructors who offer great teaching tips suggested resources. <http://www.std.com/anpn>

The National Institute for Literacy administers several discussion lists on topics related to adult literacy and learning. There are extensive archives of discussion threads on each list. For descriptions of the lists and subscription information, see <http://www.nifl.gov>

There are also descriptions of literacy and adult education lists on the NIFL Hub IV website: <http://www.otan.dni.us/HubIV/literacyforums.html>

The National Literacy Alliance sponsors the National Literacy Alliance list, an electronic discussion list designed to help advocates keep informed about national public policy issues affecting adult literacy education and adult learners. For subscription information, go to <http://www.otan.dni.us/HubIV/nla.html

Directories of electronic mailing lists and conferences:

For more lists, check out description and subscription information at the following places. There is a search feature at each of these sites, as well as subject listings for many distribution/discussion lists:

LISZT: This site advertises as the mailing list directory of over 71,618 lists found on Listproc and Majordomo software. <http:www.liszt.com>

Search the List of Lists: <http://catalog.com/vivian/interest-group-search.html>

tile.net/Lists: This site has lists run by Listserv software. <http://www.tile.net/tile/lists>

The Oregon NIFLNET World Wide Web Scavenger Hunt #1

The goal of this hunt is to give you an opportunity to explore some of the sites on the Internet. I have tried to write a series of questions so that you will visit a variety of sites as you find the answers. Some sites are serious reference sources, some feature professional development resources, and some are amazing, "gee whiz" or wacky places. In each case, I have given you the path to follow to the site.

As you visit each site and answer the particular question, please think about the potential usefulness of this site for the future--for yourself, your colleagues, and the learners you work with. I've left some space after each question so that you can jot down your impressions of the site. You may want to explore further at each site!

1. Go to the page created by Ari Kukkonen, and find out what happened on this day in history, at least 50 years ago. (This page is updated every day at midnight, Finnish time: GMT+2). <http://www.uta.fi/~blarku/today.html > Then,

(a) find and compare the hours of sunlight today in Tampere, Finland and in Stanley, Falkland Islands. Why is there this difference? You also might want to check out the "Earth's shadow now" link while you are there.

(b) click on the link (it should be underlined and in a different color than the rest of the text) "eb" and go to that site. Name someone else who was born on the same month/day as you were. What is the earliest name on this list?

2. Who was the founder of Literacy Volunteers of America? Where/when was the 1996 LVA national conference, and who was the keynote speaker? <http://archon.educ.kent.edu/LVA/ >

3. If it was your hobby to visit active volcanoes, where would you go to find Grinsvotn volcano? (Latitude and Longitude) (This may be called Vatnajokull) When did it most recently erupt? <http://volcano.und.nodak.edu/> Start with "What's Erupting Now"

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4. Meg Young is the program manager for this NIFL project. Find out what Meg looks like (in this photo from her driver's license), and **send her an e-mail in which you introduce yourself.** (Meg is expecting your e-mail, though she is probably not at work today.) Be sure to include your real e-mail address in the body of your message, so Meg will know how to reach you.<http://novel.nifl.gov > Jaleh Behroozi-Soroui is one of the advisors to this project. You might want to take a look at her photo, too. While you are at this site, find out what is happening March 11-15, 1997 in Orlando, Florida. Click on that link to see what information is available.

5. Please find the route from Euston to Paddington on the London Tube. <http://www-mice.cs.ucl.ac.uk/misc/uk/london/tube/TubeRoute.html>

How long will this take on the shortest-quickest route?

How many stops and line changes will you make?

What is the cost, in pence?

What is the distance and average speed of the journey?

6. Visit the homepage for Equal Access to Software and Information (EASI). Look for the Easi Street to Science Engineering and Math (SEM) Who is the author of "Assistive Technology and Learning Disabilities"? <http://www.rit.edu:80/~easi/index.html>

7. *The Quarterly* is a monthly journal published jointly by the National Writing Project and the National Center for the Study of Writing and Learning. A copy of the Fall 1996 issue is online. Find the article by Ray Skjelbred, of the Marin Country Day School, and read the first two paragraphs. What technique does he suggest using to enhance student skills in descriptive writing?
<http://www-gse.berkeley.edu/Research/NWP/ >

8. According to Best of the Web, what was the Best Multimedia web site (at 32%) in 1996? Visit this site, by clicking on the link, and send a message if you wish to do so. (optional). According to Best of the Web, what was the best educational site? (These sites are chosen by visitors to the Best of the Web site in 1996).
<http://botw.org/1996/awards.html>

9. Order a pizza from *The Internet Pizza Server*. List the toppings, size, and cost of the pizza you have ordered. <http://www.ecst.csuchico.edu/~pizza/>

10. Find the distance from Albany, Oregon to Manila, Philippines as the crow flies. Try this first by entering only the names of the cities. What compass heading would you use if you were going to fly there? <http://www.indo.com/cgi-bin/dist> Check out the "earth images" while you are there.

11. Find the 1990 census information for your town. How many men and how many women were living there at the time of the census?
<http://www.census.gov/cgi-bin/gazetteer> Look at the map of this location, setting various options.

12. Check flight information on a plane flying now. Ask for information about one flying from Chicago-O"Hare to San Francisco, departing Chicago about an hour ago (CST). If there are no flights currently in the air, check out a random flight. What is the altitude/airspeed of the flight you have chosen? What is its distance from the closest city?
<http://sapphire.thetrip.com>

13. Do a quick math self assessment called "What is your birthdate?" Choose any birthdate if you do not want to reveal the year you were born. Did you get the correct answer? <http://www2.wgbh.org/mbcweis/mbcweishome.html> Then select CWEIS-Related Projects, then Numeracy Homepage.

14 Use *The Salary Calculator* to compare the cost of living in Oregon to another U.S. city and to an international city. Choose the given Oregon city closest to your own in size, if possible. Choose any other U.S. city, and any international one. Use $40,000 as the comparison salary.<http://www.homefair.com:80/homefair/cmr/salcalc.html>

15. Find something interesting about the numerals used for today's date. (From what you know about reading URL's, guess where this site is--will its date be the same one we are using?) <http://acorn.educ.nottingham.ac.uk/cgi-bin/daynum>

16. Go to the Internet Public Library. Once you are there, go to the Reading Room, and look at newspapers. Find a newspaper from a non-USA location, in whatever language you wish, and read it. What newspaper did you choose, and what article did you find interesting? <http://www.ipl.org>

17. Visit the Adult Numeracy Practitioners homepage. Find out where and when the ANPN annual meeting will be held. Look at the comments about fractions, or at the Fraction Wheel lesson. <http://www.std.com/anpn>

Tutorials and guides for learning about the Internet:

There are innumerable tutorials online for learning how to use Internet-based resources, and there are many guides to help instructors use the Internet in the classsroom. Here is an annotated list of some very helpful sources. For a more complete list of Internet guides, online courses, and tutorials, contact the Library of Congress Internet Resource Page. <http://lcweb.loc.gov/global/internet/training.html> The Library of Congress also has its own great tutorial, "Explore the Internet," <http://lcweb.loc.gov/global/explore.html>

Tutorials:

Back to School (BCK2SKOL) , "A New Class on the Net for Librarians with Little or No Net Experience", is a free electronic library classroom of thirty lessons. The author, Ellen Chamberlain, has followed and updated the general format developed by Patrick Crispen in his landmark RoadMap (see below). Though the focus is for librarians, there is a lot of useful information here for the adult education instructor. <http://web.csd.sc.edu/bck2skol/fall/fall.html>

CyberU is a free online Internet tutorial, "...open to anyone who has an interest in the Internet and/or education." It is constructed by Art Wolinsky at Southern Regional High School, Manahawkin, New Jersey. This site includes Internet basics along with student and teacher resources and projects. <http://dune.srhs.k12.nj.us/>

EFF's (Extended) Guide to the Internet: the Electronic Frontier foundation is a not-for-profit organization that fights for the rights of Internet users. This is a source cited by many other Internet tutorials as essential to a complete understanding of the Internet. <http:www.eff.org/papers/eegtti>

"Exploring the World-Wide Web"is a project written by Brad Cahoon of the University of Georgia Center for Continuing Education. There is a series of excellent, easy-to-follow lessons on basic aspects of Internet use. Though slightly technical, the reading material is appropriate to adult learners as well as to their instructors. Highly recommended ! <http://www.gactr.uga.edu/exploring/index.html>

"ICYouSee Home Page" by John Henderson of Ithaca College Library. This contains, among other things, an outstanding self-guided World Wide Web training page. He also has an entertaining and informative ICYouSee A-Z Guide. Don't miss this one! <http://www.ithaca.edu/library/Training/ICYouSee.html>

"Learn the Net" a project of Paradesa Media, is a very helpful, easy-to-navigate site aimed at teaching novice Internet users how to increase their Internet skills. The site contains an interactive glossary of net terms, a feature I've not seen in many other places. The Learn the Net material is available English, Spanish, and Italian. I recommend this site highly. <http://www.learnthenet.com>

"A Modular Approach to Teaching the World Wide Web": This tutorial contains a pyramid of eight teaching modules with information, handouts, and exercises. The authors, Mike Powell, Marsha Tate, and Jan Alexander, are reference librarians from Wolfgram Memorial Library, Widener University. <http://www.science.widener.edu/~withers/pyramid.htm>

The Public Broadcasting System offers a good tutorial: A Beginners' Guide to Understanding and Using the Internet: <http://www.pbs.org/uti/guide/itools.html>

Roadmap96, by Patrick Douglas Crispen. (Also listed as Internet Roadmap) This is a series of 27 lessons, containing more than everything you will even want to know about Internet-based resources. He has excellent sections on netiquette, telnet, ftp, and gopher. Many people find this tutorial to be rather technical. Crispen's free tutorial, formerly sent weekly via e-mail , is now available in html format. <http://ua1vm.ua.edu/~crispen/roadmap.html>

Learning applications:

The Blue Web, the "Blue Web'n-Pacific Bell Knowledge Network Explorer" is an excellent source for instructional projects on variety of subject areas. There is a searchable database of online learning applications, including annotated links to over 600 online learning applications . It is also possible to subscribe to a free online newsletter; participants receive a weekly update on new Internet sites and learning applications. <http://www.kn.pacbell.com/wired/bluewebn/>

Dr. Elaine G. Cotton's homepage contains several sets of tutorials she has presented to such conferences as the Michigan Reading Association and the International Reading Association. She has recently written *The Online Classroom*, and will be providing an online education course of the same title. Her materials are highly recommended as sensible and informative guides for teachers. <http://www.csuchico.edu/educ/ira.intro.html>

"Harnessing the Power of the Web for Classroom Use--A Tutorial", from the Global SchoolNet Foundation, is a good starting place to discover things to do using the resources of the Internet within the classroom. It has a K-12 focus, and covers acceptable use policies as well as student project guidelines. <http://www.gsn.org/web/index.htm >

"The Online Educator", a copyrighted publication of Online Publications, Inc., has as its purpose "...making the Internet an accessible, useful classroom tool." It is updated every Monday . There is also an archive of lessons, by subject and grade level. One can browse a catalogue of links--this is not a duplicate of search engines. One can also subscribe to the full newsletter. <http://www.ole.net/ole>

Online Internet Institute is a site providing support to educators who wish to integrate the Internet into their teaching. There is a concentration of K12 collaborators, projects, and information that can be easily adapted to the adult education community. This site also contains a professional development library. <http://oii.org>

Tutorials and Resources for Web Search Techniques: highly recommended sites!

"A Modular Approach to Teaching the World Wide Web": This tutorial contains a pyramid of eight teaching modules with information, handouts, and exercises. The authors, Mike Powell, Marsha Tate, and Jan Alexander, are reference librarians from Wolfgram Memorial Library, Widener University.
<http://www.science.widener.edu/~withers/pyramid.htm>

"Finding Information on the Internet-A Tutorial": from the University of California, Berkeley Library Web.
<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html>

The Library of Congress has some excellent information:

"Explore the Internet":
<http://lcweb.loc.gov/global/explore.html>

"Internet Guides, Tutorials, and Training Information":
<http://lcweb.loc.gov/global/internet/training.html>

The Computer Sciences Department at the University of Wisconsin-Madison, has a great site that is sponsored by the National Science Foundation and the InterNIC. Look at

Scout Toolkit-Surf Smarter: "Searching the Internet".
<http://www.scout.cs.wisc.edu/scout/toolkit/searching/index.html>

The Computer Network (CNET) has three excellent articles/tutorials:

"Can You Trust Your Search Engine?", six segments by Susan Stellin--look at her great exercise in doing a comparison search using a variety of search engines. Fascinating!
<http://www.cnet.com/Content/Features/Dlife/Search/>

"Search the Net in Style": Eight tips by Elizabeth P. Crowe
<http://www.cnet.com/Resources/Tech/Advisers/Search/>

"Search Engines-Where to find Anything on the Net", by Andrew J. Leonard
<http://www.cnet.com/Content/Reviews/Compare/Search/index.html

The On-Line Writing Lab (OWL) of Purdue University features "Internet Search Tools", with links to "Searching the World Wide Web" and "Starting Points for Internet Research".
<http://owl.english.purdue.edu/netsearch/introduction.html>

The Public Broadcasting System offers two sources of great information:

"Subject Indicies and Search Tools" from A Beginners' Guide to Understanding and Using the Internet: <http://www.pbs.org/uti/guide/itools.html>

Teacher Connex' Internet Teacher Tutorial, a series of lessons: <http://www.pbs.org/learn/tconnex/ittintro.html>

The Spider's Apprentice-How to Use Web Search Engines: This site offers six "pages" of tips. <http://www.monash.com/spidap.html>

Learn the Net: This excellent introductory tutorial now is designed with frames, so one must click on "World Wide Web" and then "Searching the Web" for its information on searching. This tutorial is offered in a choice of four languages. <http://www.learnthenet.com/>

Classroom Connect-"Hints and Tips for Searching the Internet": <http://www.classroom.net/classroom/searchingfaq.html>

Here are two annotated lists of search engines and directories, with direct links to them.

Internet Public Library's Web Searching: <http://www.ipl.org/ref/websearching.html>

The Search Engines Guide-The Major Search Engines: <http://searchenginewatch.com/major.htm>

Resources for literacy programs and issues:

THE ADULT LITERACY & TECHNOLOGY NETWORK is a national effort dedicated to finding solutions for using technology to enhance adult literacy by means of conferences, training, technical assistance and communication media. <http://www.otan.dni.us/webfarm/alt/home.html>

The ADULT NUMERACY PRACTITIONERS NETWORK is a nationwide professional organization of teachers, program administrators, and others interested in adult numeracy, individually and collectively dedicated to the improvement of mathematics instruction for adults. Through its publications and services, ANPN is a forum for the discussion of new developments, a means of sharing innovative teaching experiences, and an avenue for evaluating trends in the teaching of mathematics to adults. <http://www.std.com/anpn>

ERIC, the Educational Resources Information Center, sponsored by the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education, is a national educational information system. It is designed to provide many products and services, including hard-to-find educational materials, research reports, literature reviews, curriculum guides, conference papers, projects or program reviews, and government reports. <http://www.indiana.edu/~eric_rec/>

There are sixteen clearinghouses in the ERIC network. One of these is the ERIC Clearinghouse on Reading, English, and Communications (ERIC/REC). This clearinghouse is designed to help people find useful information related to education in reading, English, journalism, theatre, speech and mass communication. If you would like a free paper copy of all current publications, call or write them at the address given below. Or, if your browser supports forms, just e-mail them: <ericcs@indiana.edu>

ERIC/REC
Indiana University
Smith Research Center, Suite 150
Bloomington, IN 47408-2698
(800) 579-4723; (812) 855-5847
FAX (812) 855-4220

LITERACY VOLUNTEERS OF AMERICA, INC. (LVA) is a national, non-profit educational organization, operated by professionals, which delivers tutoring services through a network of more than 50,000 volunteers nationwide. LVA's mission is to reach adults whose literacy skills are very limited or non-existent and to provide volunteer tutors who can teach reading, writing and English speaking skills. LVA provides the professional training, materials and support that enables the volunteers to be effective tutors. LVA is able to provide goal-oriented tutoring, one-to-one or in small groups, at no charge to the student. Since 1962, they have served more than 300,000 adult learners nationwide. <http://archon.educ.kent.edu/LVA/>

THE NATIONAL ADULT LITERACY AND LEARNING DISABILITY CENTER (National ALLD Center) is funded by the National Institute for Literacy under a cooperative agreement with the Academy for Educational Development in collaboration with the University of Kansas Institute for Research in Learning Disabilities. The National ALLD Center promotes awareness about the relationship between adult literacy and learning disabilities, builds the capacity of literacy practitioners to help identify and serve adult students with suspected or diagnosed learning disabilities, and produces and refines materials that enhance the knowledge base for adult literacy and learning disabilities. The Center's ultimate goal is to help literacy practitioners, researchers, and policymakers better meet the needs of adults with learning disabilities. <http://novel.nifl.gov/nalldtop.html>

THE NATIONAL CENTER ON ADULT LITERACY (NCAL), founded through a major grant from the U.S. Department of Education's Office of Educational Research and Improvement (OERI), was established in 1990 to provide national leadership in research and development in the field of adult literacy. NCAL was established with co-funding by the U.S. Departments of Labor and Health and Human Services (HHS). The Center seeks to improve the quality of adult literacy programs and services on a nationwide basis by means of applied research and development and dissemination of the results. NCAL's mission has three parts:

To enhance the knowledge base on adult literacy
To improve the quality of research and development in the field
To ensure a strong, two-way relationship between research and practice

For more information about NCAL: <http://www.literacy.upenn.edu>

NATIONAL CENTER FOR THE STUDY OF WRITING AND LITERACY(NCSWL)
The mission of the Center is to improve understanding of how writing is best learned and taught--from the early years through adulthood. The Center supports research projects examining how students learn to write, how teachers can best help students who come from an increasing diversity of cultural backgrounds, how writing can be used more effectively across the curriculum, how larger social forces (such as ethnic background, relations with family members, social class, and the neighborhood) affect success in school, how we might develop better ways to assess what students are learning, and how new technologies and new demands in the workplace affect the literacy skills students need to learn. For a summary of the Center's contributions to writing research over the past ten years, see Technical Report 1-C. <http://www-gse.berkeley.edu/research/ncswl/csw.homepage.html>

THE NATIONAL INSTITUTE FOR LITERACY(NIFL) has as its mission to execute the responsibilities enumerated in the National Literacy Act through the creation of system(s) which will enable every adult with literacy needs to receive services of the highest quality. The Institute seeks to advance the nation's agenda with special emphasis given to building public consensus and policy, monitoring programs, sponsoring promising initiatives, disseminating valid information on programs and research pertinent to literacy, and building interagency collaboration at the Federal and State levels. <http://novel.nifl.gov>

NORTHWEST REGIONAL LITERACY RESOURCE CENTER (Alaska, Idaho, Oregon, Washington) To enable practitioners in the field of adult literacy, basic skills and English as a Second Language to share the best resources of the region and the nation.
<http://www.otan.dni.us/HubIV/nwrlrc/home.html>

REGION IV HUB PROJECT (NIFL) strives to be a premier Web-based resource for the literacy community. The primary goal of the Region IV State Literacy Resource Center Electronic Information and Communication Network (Region IV Hub Project) is to establish an on-line interactive structure for increasing communication and sharing information about adult literacy among the eighteen western states and Pacific islands.
<http://www.otan.dni.us/HubIV/home.html>

Appendix

Oregon NIFLNET Team Agenda
Team Meeting #1----January 11, 1997

Introduction: Who are we and why are we here?

Introductions: Team members/Advisory group members/Agencies
Project overview
Goals/expectations
Notebooks: work in progress!

Project Implementation: How can we do what we hope to do?

Discussion of the findings from David Rosen's research
Acceptable Use Policies
Needs assessments, evaluative tools
Next meeting dates!

Math and Communication: Oregon and beyond!

Report from Adult Numeracy Practitioner Network Planning Project for System Reform
Some NIFLNET math/communication activities.
Nuts and Bolts--how will we organize this?

Getting Started with Internet-based Resources

E-mail: The Life of Dwight David Eisenhower
Listservs: Antarctica and other places
Internet sites/integration into lessons: Oregon NIFLNET Treasure Hunt #1

What's Next?

Interim activities: learner needs assessments/staff needs assessments/lessons & evaluations
Team communications

Oregon NIFLNET Team Agenda
Team Meeting #2----February 22, 1997

Introductions and Announcements:

Introductions and re-introductions
NIFL and Public Awareness Campaign: Meg Young
Information about LINCS and Hub IV: Linnell Rantapaa
Discussion of math/communication project: team members
Evaluation of the mailing list: team members
Discussion of question regarding staff development/ NCSALL: team members

Electronic Field Trips: a quick way to integrate Internet-based resources into instruction

Evaluation of sites
Discussion

Getting Started with Browsers and Databases:

Search it out!!
Evaluation of searches

What's Next?

Meeting evaluation
Next meeting date: May 3, 1997
Interim activities:

Staff Development: Meet with peers, share two lessons/training activities, and have them evaluate the materials. (Internet Site Evaluation Form; Lesson Evaluation Sheet)

Instruction: Meet with learners, share the lessons/projects, and have them evaluate the materials. (Internet Site Evaluation Form; Lesson Evaluation Sheet)

Materials:
- E-mail: Reading e-mail addresses/The Life of Dwight David Eisenhower
- Listserv conferences: How to receive many e-mail messages every day!
- Carpe Diem---Enjoy the Day!
- Who Shares a Birthday with You???
- Electronic Field Trips, Web-based Field Trips, Create Your Own Field Trip
- Venn Diagrams, Sorting Circles, and George Boole
- How to Find a Needle in a Haystack: Looking for Information on the Internet
- Health Information/How to find Out What to Do

Oregon NIFLNET Team Agenda
Team Meeting #3-----May 3, 1997

Introductions and Announcements:

Oregon NIFLNET Team: current situations/triumphs/trials
Catherine Cantrell, Northwest Regional Literacy Resource Center
Agnes Precure, Office of Community College Services

Ways to Evaluate Information on the Web:

Or, when in doubt, ask a librarian! We'll use the information distributed at the last meeting, written by Elizabeth Kirk, Jane Alexander, and Marsha Tate.

Is it Fool's Gold or the Real Thing?
Compare the Pairs

Project-Based Learning/Online Teaching Resources

Results of needs analyses; applying these to
    Project-based learning/competency based education
    On-line teaching resource sites
Evaluation of sites
Discussion of findings

LINCS Regional Hubs: Sources of Information for Adult Literacy Practitioners?

Evaluation of sites
Discussion of findings

Next Steps:

Consensus building activity
Discussion with Agnes Precure and Catherine Cantrell
    Staff development issues
    Ideas for project continuation
Continuation of listserv conference- NIFL
ALT conference: Boise, Idaho. August 3-5, 1997
Meeting Evaluation
Other ?????????????

NIFLNET TEAM MEETING #1 **January 11, 1997**

Session Evaluation **Name** ______________

Please take a few minutes to reflect on the day. The feedback will be really useful for future meetings and for lesson development. Please identify yourself so that I can contact you for more information, if necessary.

1. My participation in the project will have been a positive experience if .....
   (your hopes/expectations/goals)

2. These are the feelings I have about using Internet-based resources in adult education programs:

3. These are the concerns I have about technology/program implementation at my site:

4. Today I learned/liked .....

5. For the next team meeting, I suggest ......

NIFLNET TEAM MEETING #2

Name:_______________

February 22, 1997

Please take a few minutes to reflect on the day. The feedback will be really useful for making future plans. Please identify yourself so that I can contact you for more information, if necessary.

1. Please describe the access to technology that you now have in your classroom, office, and/or computer lab. Please describe access for yourself and for learners. Has this changed recently? (Improved? Deteriorated?)

2. We've now worked with e-mail, listserv conferences, electronic field trips, search guides, and search engines. Which of these tools have been or will be helpful in your professional duties?

3. Today I learned/liked/found most useful......

4. Suggestions I have for improvement are........

5. For the next team meeting, I suggest.........

Created by Susan Cowles, NIFL Literacy Leader Fellowship Project, 1996-1997

NIFLNET TEAM MEETING #3

Name:________________

May 3, 1997

Please take a few minutes to reflect on the day. The feedback will be really useful for making future plans. Please identify yourself so that I can contact you for more information, if necessary.

1. Please describe the access to technology that you now have in your classroom, office, and/or computer lab. Please describe access for yourself and for learners. Has this changed recently? (Improved? Deteriorated?)

2. As you have met with peers to share some of this material, what have been the major staff development issues you have encountered?

3. Today I learned/liked/found most useful......

4. Suggestions I have for the future are........

Oregon NIFLNET Team: Goals and Expectations:

Your participation in this project is greatly appreciated!!! Thanks to funding from the National Institute for Literacy, with additional participation from the Northwest Educational Technical Consortium (NETC), we have a dynamic team of 15 instructors from 14 programs and a variety of geographical locations in Oregon.

During this project, we will

> meet three times to plan, confer, commiserate, and try new things;
>
> do a needs assessment with learners and staff at our sites;
>
> participate in math/communication activities between sites, using e-mail (and FAX if appropriate);
>
> work with adult learners in our programs to test and evaluate lessons or activities, based on the use of Internet-related resources;
>
> serve as a coach/mentor to at least one peer at our site/program, to test and evaluate staff development training materials (mentoring larger groups of people would certainly be fine.)

This is a work-in-progress for all of us. It will be helpful during this process for each of us to keep a journal or personal teacher's guide to the Internet. This might include a list of related vocabulary words (not necessarily in a dictionary format) that have meaning and use to ourselves and others; a set of evaluations of websites; an annotated list of important staff development resource Internet sites; observations of student participation in lessons/activities; and a record of our feelings about the use of this technology in our programs.

Compensation for this participation is $300, to be paid at the time of the third meeting. In addition, reasonable travel expenses will be covered by the NIFL project.

Math Keypals Project--Problem-solving across the miles (or kilometers)

Oregon instructors of adult basic skill development are participating in a year-long project funded by the National Institute for Literacy. We are using Internet-based resources in the adult basic education curriculum. One part of this project is the use of electronic mail as a method of communication between classes of adult learners, especially in the area of group problem-solving. We are using math problems/situations as the basis for this. We have confined the project within the borders of Oregon, and now we are ready to branch out!

This is how it works-- Two instructors are paired. This pair decides upon an appropriate math problem for use with their groups. (At first, this should probably be the same math problem). It is also most appropriate for the learners themselves to pose a math problem for themselves or for the other group. Each group works on the problem at its own instructional site. Then, each group writes about its problem-solving processes and solutions. These written messages are sent, via electronic mail and/or FAX, to the other group in that pair. Many learners first exchanged messages about their own home communities before ever starting the math portion of the activity. We have considerable regional variation in Oregon, so it has been interesting to hear the descriptions of other parts of the state. Many of the paired groups are continuing on with another problem, because they have enjoyed the contact with the others they have "met" electronically.

As far as timing for this, it is really without a specific end or limit, though we are conducting the project now, and will be doing so for some time. Many of our programs end in June, and others continue on through the year. We have found that if the problems and the written communications are done in a short, concise period of time, learner interest is maintained. Also, some programs have found that their learner population is so transient, it is important to complete the problem-solving and writing in a period of a day or two!

We have permission from the National Council of Teachers of Mathematics to use and transmit electronically any problems in their publication, Mathematics Teaching in the Middle School, provided that proper citation is given. For example, one pair of instructors chose this problem from the January, 1997 MTMS(Vol.2, NO.3), p. 172: NAILS & PAILS: A pail containing 40 nails weighs 175 grams. The same pail with 20 nails weighs 95 grams. How much does the pail weigh? How much does each nail weigh?"

We also have permission from Key Curriculum Press to use problems from their great book, Problem Solving Strategies: Crossing the River with Dogs and Other Mathematical Adventures. One pair of classes used this problem, which comes from the chapter of the book where learners learn to use diagrams to solve problems (p. 13): "Jenny's model train is set up on a circular track. There are six telephone poles evenly spaced around the track. It takes the engine of her train 10 seconds to go from the first pole to the third pole. How long would it take for the engine to go the entire distance around the track?"

So, you can see that there is great variety in the type of problem and in the amount of time spent in working on them. Some of the other problems were much more open-ended. (I can send you other examples if you like!)

Oregon NIFLNET Project

Lesson Evaluation Sheet

Lesson / Activity Title ____

I learned …

What I liked best was …

Suggestions I have for improvement are …

Created by Susan Cowles, NIFL Literacy Leader Fellowship Project, 1996-1997

Oregon NIFLNET Project

Internet Site Evaluation Form

Name of site:

Its URL:

Decode this URL. What can you tell about this web site's source of information, its author, and its sponsor?

Do you think instructors / learners could use this site? Yes No Maybe
If your answer is "yes", how can the site be used? (examples: for information, entertainment, news, reference, skill development, staff development)

What did you learn at this site?

Is this site easy or difficult to use? (think about labels, links, and images)

Are there limitations or drawbacks to using this site?

Would you recommend this site to others? Why?

What would you like to know?

The Internet is a wonderful source of information on an incredible variety of subjects, if you know how to use it. Please take a few moments to indicate the subjects/resources/sites you would like to learn more about in this Internet project.

☐ Tools and ways of searching the Internet for information

☐ International news

☐ National news

☐ Job information (including on-line jobs databases)

☐ Health information (including on-line medical advice)

☐ Information on other countries and their cultures

☐ Keypals (penpals on the Internet)

☐ On-line maps from all over the world

☐ Weather information

☐ Hobbies (animals, gardening, crafts, fishing, etc.)

☐ Entertainment (sports, movies, music, theater, etc.)

☐ Art and art museums

☐ Consumer advice and product information

☐ Methods for improving math skills

☐ Methods for improving writing skills

☐ History

☐ Parenting issues and resources

☐ Sites for children

☐ Travel information

☐ "Virtual" touring (visiting world sites on the Internet rather than actual travel)

☐ Recipes

☐ Political news and information

☐ Other

What would you like to learn? A staff development needs assessment

The Internet is a wonderful source of information on an incredible variety of subjects, if you know how to use it. The Oregon NIFLNET project is designed to be a source for staff development information as well as for adult learner interests. Please take a few moments to indicate how this project can be of use to you. Please feel free to add any other topics to the list!

Learning to use various Internet features:

☐ electronic mail

☐ listservs(electronic lists)

☐ the World-Wide Web/Web browsers

☐ searching databases

☐ uploading/downloading files

☐ file transfer protocol (FTP)

☐ Gopher

☐ Telnet

Finding good resources on the Internet for adult literacy programs:

☐ Math teaching applications

☐ Language Arts teaching applications

☐ Sources helpful to GED prep: applications to science/social studies/critical reading

☐ National literacy public policy

☐ Grants and research possibilities

☐ ESOL/Family Literacy/Workplace/Homeless/Learning Disabilities(please circle)

☐ Conferences and other events - state/regional/national

☐ Ways to integrate Internet-based resources into instruction

☐ "Electronic field trips" (virtual travel to museums, countries, Antarctica)

Created by Susan Cowles, NIFL Literacy Leader Fellowship Project, 1996-1997

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